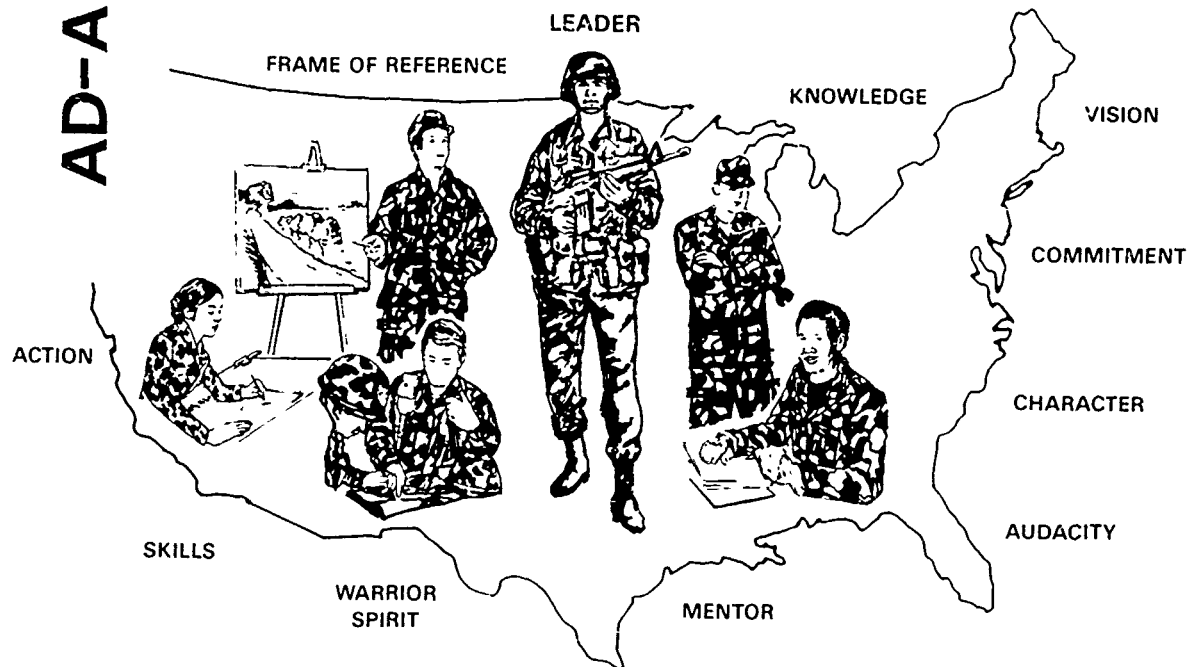


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# PROFESSIONAL DEVELOPMENT OF OFFICERS STUDY



## VOLUME VI—SURVEY



DEPARTMENT OF THE ARMY  
OFFICE CHIEF OF STAFF  
WASHINGTON

STUDY DIRECTOR: LTG CHARLES W BAGNAL

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OF  
OFFICERS STUDY  
FINAL REPORT

VOLUME VI  
FEBRUARY 1985

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PREPARED BY  
A STUDY GROUP FOR THE  
CHIEF OF STAFF, ARMY  
HEADQUARTERS, DEPARTMENT OF THE ARMY  
WASHINGTON, D.C. 20310-0200

#### **DISCLAIMER**

The views, opinions, and/or findings contained in this report are those of the study group authors(s) and should not be construed as an official Department of the Army position, policy or decision, unless so designated by other official documentation.

The words "he," "him," and "men," when used in this report represent both masculine and feminine genders unless specified otherwise.

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# Professional Development of Officers Study

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## ANNEX JJ

### SURVEY

1. **PURPOSE:** To evaluate the Officer Professional Development System (education, training, socialization and assignments) through the use of survey questionnaires.

2. **DISCUSSION:**

a. After a two month period characterized by extensive research, design of analysis plans, pretestings and technical/sensitivity reviews by a panel of survey methodology experts, two questionnaires were developed to assist the PDOS needs analysis. The first instrument was designed expressly to survey commissioned officers — the second, to survey general officers.

b. *Commissioned Officer Survey.*

(1) The 1984 Officer Professional Development System Survey (Appendix 1) was mailed to 23,000 randomly selected commissioned officers during the first week of August 1984.

(2) The 93 survey questions (plus 12 demographic items) focus on the status of the current system: development of officers for current assignments; military schools; civilian education programs; officer preparedness and professionalism; unit assignment experiences; and other issues that influence the development of officers.

(3) As of 1 October 1984, surveys had been received from 14,046 officers (51% company grade, the remainder field grade). Fifteen hundred surveys had been returned as "non-deliverable." All grades, branches and year groups were adequately represented.

(4) Statistical tables with remarks for each item are at Appendix 2. Content analysis of those 3,684 surveys returned with written remarks is at Appendix 3.

c. *General Officer Survey.*

(1) The 1984 Professional Development of Officers Study General Officer Survey (Appendix 4) was mailed to all serving general officers the first week of August, 1984.

(2) The 139 questions (plus 11 demographic items) ask the tough questions that must be addressed in order to consider the direction which the Officer Professional Development System must take to meet the needs of the

future out to and including the year 2025. Topics addressed include: professionalism and readiness; officer preparedness; weakest areas of officer preparation; assignment preparation; military schools; development for general officer assignments; issues for the future; general officer guidance; and a number of open-ended subjective questions.

(3) As of 1 November 1984, surveys had been received from 333 general officers. All grades and categories of general officer were adequately represented.

(4) Statistical tables, with remarks for each item, are at Appendix 5 and reflect all responses as of 1 November 1984.

d. *Findings.*

(1) Major Trends and Issues.

(a) Appendix 6 identifies the major trends and issues that emerged from analysis of the PDOS surveys. The data are presented to highlight the major strengths and challenges facing the component parts of the Officer Professional Development System.

(b) Statistics for Appendix 6 are current as of 1 October 1984 (i.e., 285 general officers and 14,046 commissioned officers). Differences in general officer responses between the 1 October sample of 285 and the 1 November sample of 333 are not significantly statistically different in most cases.

(c) Those survey issues about which general officers and commissioned officers hold dissimilar perceptions are at Appendix 7.

(2) Strengths.

(a) The officer corps is the strongest it has been in the memory of serving general officers—the system is not perceived to be "broken."

(b) Duty satisfaction across all grades is high.

(c) The individual officer considers himself to be professional.

(d) A mentoring style of leadership is accepted/desired by most.

(e) The schoolhouse is generally effective—it enhances readiness and development; the timing of

school attendance during a career is generally "about right" and schools are judged to have an appropriate amount of technical, tactical, and leadership content (however, see "challenges" below); CAS3 is being implemented with "high grades."

(f) The Advanced Civil Schooling program is helpful—it enhances skills and helps retention.

(g) The unit and organization experience is recognized as the key to the development process.

(h) The role of the individual in proactive pursuit of development opportunities is recognized.

(i) The overall selection system is seen as working well.

### (3) Challenges.

(a) There are challenges to optimizing the development of officers, particularly with regard to officer preparedness and warfighting skills.

(b) Basic educational skills are a problem for too many.

(c) School currently occurs "too late" for many captains.

(d) There is room for improvement in instruction quality and methodology at the basic and advanced course levels.

(e) Unit experiences represent a key to development—but there are many interruptions and unit programs need work.

(f) Leadership is critical—but too many officers perceive that they do not have mentoring leaders and schools do not contribute as effectively as they might in this regard.

(g) A formal "short-course" type of development program for general officers is desired.

(h) Role ambiguity exists in the coordination of the development process.

**3. RECOMMENDATION:** That the Army Research Institute for the Behavioral and Social Sciences (ARI) continue the analysis of survey data and provide ODC-SPER, ODCSOPS, and Commander, Training and Doctrine Command a detailed report of results no later than first quarter, CY 1986.

## APPENDIXES

1. Commissioned Officer Survey
2. Statistical Tables (Commissioned Officer)
3. PDOS Content Analysis of Survey Remarks
4. General Officer Survey
5. Statistical Tables (General Officer)
6. Major Trends and Issues
7. Dissimilar Survey Perceptions (General Officer and Commissioned Officer)
8. Action Plan



Author: MAJ Meriwether  
Team Chief: COL Dunn

## Appendix 1 to ANNEX JJ

### COMMISSIONED OFFICER SURVEY

1. **PURPOSE:** To present a copy of the Commissioned Officers Survey.
2. **DISCUSSION:** A copy of the Commissioned Officer Survey booklet as used by officers of the rank of Lieutenant through Colonel is at Tab A.

TAB A—Commissioned Officer Survey

UNITED STATES ARMY  
THE CHIEF OF STAFF

SUBJECT: 1984 Officer Professional Development System  
Survey

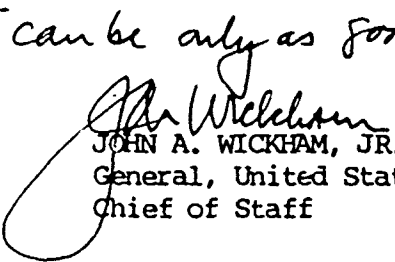
TO: Commissioned and Warrant Officer Survey Participants

1. You have been selected to participate in the 1984 Officer Professional Development System Survey. Your response will be used to evaluate the ability of officer education, training, and socialization programs to meet future Army needs.

2. Please complete and return the survey within 48 hours. Because this study will shape the future development of our officer corps, we need your candid opinions.

3. *The product can be only as good as the input.*

Encl

  
JOHN A. WICKHAM, JR.  
General, United States Army  
Chief of Staff

## OVERVIEW

This survey presents you with an opportunity to provide information about issues important to the Army. Be candid in your responses, for this will help in the assessment of today's Officer Professional Development System. Your input will help identify issues and provide a sensing on the state of the officer corps.

Over the next several pages you are asked to respond to items that are designed to:

- (1) Assess your development for your current assignment.
- (2) Evaluate military schools.
- (3) Determine the value of civilian education programs.
- (4) Sample perceptions about professionalism in the officer corps.
- (5) Measure feelings toward various developmental opportunities, assignments, and issues.
- (6) Evaluate the officer professional development system in general.
- (7) Make recommendations for the future.
- (8) Take the pulse of the officer corps.

Thank you for your time and effort.

## GENERAL INSTRUCTIONS FOR SURVEY PARTICIPANTS

1. Use only a No. 2 pencil when completing the answer sheet.
2. Do not place your name or social security number (SSN) anywhere on the answer sheet or booklet. This will assure that your responses remain truly anonymous.
3. Answer all questions as of 1 August 1984, even though you may be completing the questionnaire after that date.
4. Be sure the question number that you mark on the answer sheet is the same as the question number in the survey booklet.
5. You may make only one response for each question. Blacken the circle on the answer sheet that has the same letter or number as the response which you have selected in the booklet. Do not make any other marks or write on the answer sheet.
6. Fill in the circle completely with a heavy mark, but do not go outside the circle. Look at these examples:

1 A B C D ● E F G H I J  
 RIGHT WAY 2 A B ● C D E F G H I J  
 TO MARK 3 ● A B C D E F G H I J  
 ANSWER SHEET 4 A B C D E F G ● H I J  
 5 A B C ● D E F G H I J

1 A B C D ~~X~~ E F G H I J  
 WRONG WAY 2 A B ● C D E F G H I J  
 TO MARK 3 ~~/~~ A B C D E F G H I J  
 ANSWER SHEET 4 A B C D E F G ● H I J  
 5 A B C D E F G H I J

7. If you make a mistake, erase the mark completely before you enter a new one.
8. You are not required to answer any question which you find objectionable.
9. If the possible responses to a question do not fit your opinion exactly, please choose the response which most nearly approximates your view.
10. Space for additional handwritten comments has been provided for certain questions and on the last page of the survey.

## INSTRUCTIONS FOR COMPLETING THE FRONT OF THE ANSWER SHEET

The front of the answer sheet contains lettered columns. These columns are used to state background information. Please complete the lettered columns as follows:

COLUMN A: Blacken the circle corresponding to your pay grade.

COLUMN B: Enter the total amount of your Active Federal Military Service (AFMS) completed as of 1 August 1984 by blackening the appropriate circles in Column B. (Be sure to include all federal service in an active status, whether part was commissioned, warrant or enlisted service). Round partial years upward to the next higher whole year. If your AFMS is 9 years or less, be sure to blacken the 0 in the left sub-column. (Ignore the third sub-column which contains letters.)

COLUMN C: Select the letter which corresponds to your basic branch and blacken the appropriate circle.

- |                          |                          |
|--------------------------|--------------------------|
| A. Adjutant General      | H. Finance               |
| B. Air Defense Artillery | I. Infantry              |
| C. Armor                 | J. Military Intelligence |
| D. Aviation              | K. Military Police       |
| E. Chemical              | L. Ordnance              |
| F. Engineer              | M. Quartermaster         |
| G. Field Artillery       | N. Signal                |
|                          | O. Transportation        |

COLUMN D: Select the letter below that corresponds to the command to which you are assigned. Blacken the appropriate circle in Column D.

- A. US Army Europe and Seventh Army (USAREUR)
- B. Eighth US Army or other US Army forces in Korea (EUSA)
- C. US Army Japan, including US Army forces in Okinawa (USARJ)
- D. US Army Western Command (WESTCOM)
- E. US Army Training and Doctrine Command (TRADOC)
- F. US Army Forces Command (FORSCOM), including US Army forces in Alaska, Panama, and Puerto Rico
- G. US Army Materiel Development and Readiness Command (DARCOM)
- H. US Army Military District of Washington (MDW)
- I. US Army Health Services Command (USAHSC)
- J. US Army Recruiting Command (USAREC)
- K. US Military Academy (USMA)
- L. HQDA Staff Elements or their field activities (MILPERCEN, TAGCEN, OCE, OSA, AND OTJAG)
- M. Duty with Reserve and National Guard
- N. Joint or Combined Headquarters
- O. INSCOM
- P. US Criminal Investigation Command (USACIDC)
- Q. Other

COLUMN E: Indicate the type of unit to which you are assigned by selecting the appropriate code from the table below and blackening the proper circles in Column E.

- 00 Combat
- 11 Combat Support
- 22 Combat Service Support
- 33 ROTC or USMA Staff and Faculty
- 44 Garrison/installation staff
- 55 Recruiting, Readiness Regions
- 66 Corps or higher level staff (includes MACOM, DA, etc.)
- 77 Duty with Reserve and National Guard
- 88 Training (includes service school staff and faculty)
- 99 Other

COLUMN F: Indicate your initial specialty (previously referred to as primary specialty) by blackening the appropriate circles in Column F. Blacken the circle corresponding to the first digit in the first sub-column and the circle corresponding to the second digit in the second sub-column.

#### SPECIALTY CODES

- |   |  |
|---|--|
| 11 Infantry   | 48 Foreign Area Officer                                  |
| 12 Armor  | 49 Operations Research/<br>Systems Analysis              |
| 13 Field Artillery  | 51 Research and Development                              |
| 14 Air Defense Artillery  | 52 Nuclear Weapons                                       |
| 15 Aviation   | 53 Automated Data Systems<br>Management                  |
| 18 Special Forces   | 54 Operations Plans/<br>Training/Force<br>Development    |
| 21 Engineer   | 71 Aviation Logistics                                    |
| 22 Topographic Engineer   | 72 Communications-<br>Electronics Materiel<br>Management |
| 23 Facilities/Contract/Construction Mgmt                        | 73 Missile Materiel<br>Management                        |
| 25 Communication-Electronics                                    | 74 Chemical  |
| 27 Communication-Electronics<br>Engineering                     | 75 Munitions Materiel<br>Management                      |
| 31 Military Police  | 81 Petroleum Management                                  |
| 35 Military Intelligence  | 82 Subsistence Management                                |
| 36 Counterintelligence - Signal<br>Security, Human Intelligence | 91 Maintenance Management                                |
| 37 Signal Intelligence, Electronic<br>Warfare                   | 92 Materiel/Services<br>Management                       |
| 41 Personnel Programs Management                                | 95 Transportation  |
| 42 Administrative & Personnel Systems<br>Management             | 97 Procurement   |
| 43 Community Activities Management                              |  |
| 44 Finance  |  |
| 45 Comptroller  |  |
| 46 Public Affairs   |  |

COLUMN G: Using the list from Column F, indicate your additional specialty (previously referred to as alternate specialty) by blackening the appropriate circles in Column G. If you have not had an additional specialty designated, use Code 00.

COLUMN H: Enter the last two digits of your year group.

COLUMN I: Please indicate your sex.

- A. Male
- B. Female

COLUMN J: Do you plan to make the Army a career? (That is, 20 or more years of service.)

- A. Yes, I plan to remain in the Army as long as I can beyond 20.
- B. Yes, I plan to retire at 20.
- C. Yes, but I am undecided as to when I will retire.
- D. I have made no decision as to whether or not I will make the Army a career.
- E. No, I do not plan to make the Army a career.

COLUMN K: Which of the following joint service schools have you attended?

- A. I have not attended any joint service schools.
- B. National War College
- C. ICAF
- D. AFSC
- E. Other

COLUMN L: Through which of the following did you receive your commission?

- 01 OCS
- 02 USMA
- 03 ROTC
- 04 Direct Appointment
- 05 Other

### DEVELOPMENT FOR CURRENT ASSIGNMENT

1. Please indicate which choice below best describes your current assignment. (Previous assignment if you are currently in school.)

- A. Commander
- B. Division/Brigade/Battalion Staff
- C. High level staff (corps and and higher level)
- D. Combined or Joint Staff
- E. Installation Staff
- F. Instructor
- G. Specialty Immaterial Assignment
- H. Other (please specify) \_\_\_\_\_

2. Are you currently working in a duty position that requires you to use either your initial or additional specialty skills?

- A. Yes; initial specialty only
- B. Yes; additional specialty only
- C. Yes; both initial and additional specialties
- D. No

3. How satisfied are you with your current duty position?

- A. Very satisfied
- B. Satisfied
- C. Slightly satisfied
- D. Slightly dissatisfied
- E. Dissatisfied
- F. Very Dissatisfied

4. Select the skills which are most important to you in your current duty position. (Previous duty position if currently in school.)

- A. Leadership and human relations
- B. Time management skills
- C. Resource management (other than time) skills
- D. Setting priorities/goals
- E. Technical/tactical skills
- F. Development of organizations
- G. Concept integration/cognitive skills
- H. Communication skills (written and oral)
- I. Other



5. How far forward do the longest programs/projects over which you have control in your current job extend (i.e. How far forward do these programs/projects have an impact/payoff/results)?

- A. 1 week or less
- B. Between 1 week and 1 month
- C. Between 1 and 3 months
- D. Between 3 and 6 months
- E. Between 6 and 12 months
- F. Between 1 and 2 years
- G. Between 2 and 5 years
- H. Between 5 and 10 years
- I. Between 10 and 15 years
- J. More than 15 years

6. Including both duty and nonduty time, indicate the average number of hours per week you believe you could devote to a correspondence type of course during your current assignment.

- A. 1 hour or less
- B. About 2 hours
- C. About 3 hours
- D. About 4 hours
- E. About 5 hours
- F. About 6 hours
- G. More than 6 hours

For items 7 and 8, use the following response set:

- A. Strongly agree
- B. Agree
- C. Slightly agree
- D. Slightly disagree
- E. Disagree
- F. Strongly disagree

Professional Development - The preparation of officers to effectively lead the Army and efficiently manage its resources. It is an interactive process involving the military school system, the unit, the individual and the personnel center in educating, training, socializing and assigning the officer corps.

7. I have sufficient opportunity in my current assignment to further my professional development.

8. In my current assignment, I have a mentor that is helping to prepare me for future assignments. (A mentor is someone, normally a superior, who acts as though he/she were a coach, a parent, a teacher, etc.)

For items 9 through 16, indicate to what extent each learning experience actually helped prepare you to perform the duties in your current assignment. (Previous assignment if currently in school.) For each item use the following response set:

- A. Extremely helpful
- B. Somewhat helpful
- C. Little or no help
- D. Not applicable

9. Service Schools (resident):

10. Service Schools (non-resident):

11. Advanced Civil Schooling (Masters or doctorate):

12. Correspondence Course (either military or civilian; other than non-resident service school):

13. Civilian contract short-course training:

14. Self study:

15. On-the-job training/unit experience:

16. Coaching or teaching by mentor:

### EVALUATION OF MILITARY SCHOOLS

17. Please indicate the most recent military school completed from the list below:

- A. OBC (Officer Basic Course)
- B. OAC (Officer Advanced Course)
- C. CAS 3 (Combined Arms and Services Staff School)
- D. CGSC (Command and General Staff Officers Course) (non-resident)
- E. CGSC (Command and General Staff Officers Course) (resident)
- F. AFSC (Armed Forces Staff College)
- G. AWC (Army War College) (non-resident)
- H. AWC (Army War College) (resident)
- I. ICAF (Industrial College of the Armed Forces)
- J. NWC (National War College)
- K. Other Service War College
- L. Flight School
- M. Other
- N. None of the above

18. How long ago did you complete the school indicated in item 17?

- A. Less than 1 year
- B. Less than 2 years but more than 1 year
- C. Less than 3 years but more than 2 years
- D. Less than 4 years but more than 3 years
- E. Less than 5 years but more than 4 years
- F. Less than 7 years but more than 5 years
- G. Less than 9 years but more than 7 years
- H. Less than 11 years but more than 9 years
- I. More than 11 years
- J. Does not apply

Items 19 through 21 ask you to evaluate the appropriateness of the amount of content in your most recently completed school (see item 17) devoted to each of three possible training/education areas. Use the following response set to answer each item:

- A. Too much
- B. An appropriate amount
- C. Too little
- D. Not applicable

19. The amount of content devoted to technical skills was:

20. The amount of content devoted to tactical (strategic for Senior Service College) skills was:

21. The amount of content devoted to leadership and human relations skills was:

Items 22 through 25 ask you to evaluate the quality of the training/education provided in the last school you attended as noted in item 17. For each item, use the following response set:

- A. Excellent
- B. Good
- C. Fair
- D. Poor
- E. Very Poor
- F. Not applicable

Education - Knowledge that broadens one's ability. Teaches how to think and decide; teaches reasoning and judgement; provides values and insights.

Training - Skills for performing duties in specific work assignments. Teaches individuals how to do something.

22. The quality of the technical training was:

23. The quality of the tactical training (strategic for Senior Service College) was:

24. The quality of the leadership and human relations skill training was:

25. Overall, the quality of the instruction provided by the faculty in this school was:

26. The standards for academic performance in this school were:

- A. Too high
- B. About right
- C. Too low
- D. Not applicable

27. Relative to the time I really needed the content covered in this school, the course occurred:

- A. More than two years too early.
- B. A little too early (but not more than two years).
- C. I was able to apply the content immediately.
- D. A little too late (but not more than two years).
- E. More than two years too late.
- F. Don't know
- G. Not applicable

28. To what extent did this school experience contribute to your professional development as an officer?

- A. A critical contribution
- B. A major contribution
- C. Some contribution
- D. Little contribution
- E. No contribution
- F. No opinion
- G. Not applicable

Items 29 through 31 ask you to indicate your agreement with a number of statements concerning the school you most recently completed as indicated in item 17. Indicate your agreement using the following response set for items 29 and 30:

- A. Strongly agree
- B. Agree
- C. Slightly agree
- D. Slightly disagree
- E. Disagree
- F. Strongly disagree
- G. No opinion

- 29. My most recent school effectively prepared officers to become mentors.
- 30. This school prepared me to more effectively perform my wartime duties.
- 31. How helpful do you think your most recent military school experience will be to you in your future assignments?
  - A. Extremely helpful.
  - B. Somewhat helpful.
  - C. Little or no help.
  - D. Don't know
  - E. Not applicable

### CIVILIAN EDUCATION

32. Indicate the highest level of civilian education you have completed.

- A. Doctorate Degree
- B. Masters Degree
- C. Professional Certificate (Graduate level but less than a Masters)
- D. Bachelors Degree
- E. Professional Certificate (Undergraduate Level but less than a Bachelors)
- F. Associate Degree
- G. 2 or more years of college (but no degree)
- H. Less than 2 years of college
- I. High school graduate or GED equivalent with no college

33. What is/was the source of your graduate degree (masters or doctorate)?

- A. Fully-funded program
- B. Degree Completion Program
- C. Cooperative Degree Program (COOP - CGSC/AWC)
- D. Off duty - on own
- E. Prior to accession
- F. Other
- G. I do not have a graduate degree.

34. What is/was your primary intent in obtaining an additional degree (masters or doctorate)?

- A. I do not intend to obtain an additional degree.
- B. To serve more effectively in either or both of my specialties.
- C. Professional intellectual growth
- D. Will make me more competitive for promotion or school selection.
- E. To aid in obtaining a good civilian job after I separate from the service.
- F. Will help me obtain the assignment I want.
- G. Other

35. To what extent does/did the opportunity to acquire additional civilian education while in the Army influence your decision to remain on active duty?

- A. A great deal
- B. Moderately
- C. Slightly
- D. Does not apply; I would remain on active duty regardless.
- E. Does not apply; I will not stay on active duty.

36. An officer should acquire an advanced degree (masters or doctorate) even if the Army does not fund it.

- A. Strongly agree
- B. Agree
- C. Slightly agree
- D. Slightly disagree
- E. Disagree
- F. Strongly disagree
- G. No opinion

### OFFICER PROFESSIONALISM

37. All things considered, who in the military played the biggest role in shaping your own professional military value system to date.

- A. Company Commander
- B. Battalion Commander
- C. Brigade Commander
- D. General Officer
- E. Peers
- F. School instructor
- G. Supervisor
- H. Someone during precommissioning (USMA, ROTC, OCS, etc.)
- I. Noncommissioned officers
- J. Other

Indicate your agreement with the statements contained in items 38 through 40 using the following response set:

- A. Strongly agree
- B. Agree
- C. Slightly agree
- D. Slightly disagree
- E. Disagree
- F. Strongly disagree
- G. No opinion

38. For me, service in the Army is more than just a job.

Army Ethic - Loyalty to the nation's ideals, loyalty to the unit, selfless service and personal responsibility.

39. Overall, the officers with whom I work exemplify the Army ethic.

40. All in all, the officers with whom I work exemplify the attitude that they are soldiers first and are physically and mentally prepared for war and combat.

For items 41 through 43, use the following response set:

- A. About 100%
- B. About 75%
- C. About two-thirds
- D. About 50%
- E. About one-third
- F. About 25%
- G. Less than 25%
- H. Don't know

41. Of the officers at your grade that you know, what percent would make good wartime leaders?

- A. About 100%
- B. About 75%
- C. About two-thirds
- D. About 50%
- E. About one-third
- F. About 25%
- G. Less than 25%
- H. Don't know

42. What percent of the company grade officers in your current organization are competent in their basic educational skills (e.g. reading, writing, mathematics, oral communications)?

43. What percent of the warrant officers (WO1-CW2) in your current organization are competent in their basic educational skills?

44. Overall, the greatest weakness in the development of officers in both my branch and at my grade is in the area of:

- A. Technical skills
- B. Tactical skills
- C. Operational skills (e.g. integration of combined arms elements, management of battlefield resources, etc.)
- D. Concept Integration/cognitive skills and abilities
- E. Leadership and human relations skills and abilities
- F. A lack of appropriate understanding of their role
- G. A lack of appropriate military values
- H. Basic education skills (3R's)
- I. A failure to be a soldier first (i.e. physically/mentally prepared for war and combat).
- J. Other \_\_\_\_\_



### OTHER DEVELOPMENTAL EXPERIENCES

45. Select the developmental experience that made the greatest contribution to your professional development as an officer.

- A. Precommissioning military experience
- B. Military Resident Training/Education
- C. Military Correspondence Education
- D. Army-Sponsored Civilian Education
- E. Duty Assignments/OJT
- F. A commander's specific efforts to mentor, coach, or teach
- G. Self-directed developmental efforts on my own time
- H. Learning from peers
- I. Other

46. How many hours per month does your unit devote to formal officer professional development for company grade officers?

- A. None
- B. About 1 hour
- C. About 2 hours
- D. About 3 hours
- E. About 4 hours
- F. About 5 hours
- G. About 6 hours
- H. About 7 hours
- I. 8 hours or more
- J. Don't know/my unit does not have company grade officers

47. How many years altogether have you spent assigned as a full-time student in military and/or civilian schools since commissioning?

- A. None
- B. About 1 year
- C. About 2 years
- D. About 3 years
- E. About 4 years
- F. About 5 years
- G. About 6 years
- H. About 7 years
- I. About 8 years
- J. More than 8 years

For items 48 through 50, use the following response set:

- A. Strongly agree
- B. Agree
- C. Slightly agree
- D. Slightly disagree
- E. Disagree
- F. Strongly disagree
- G. Not applicable
- H. No opinion

48. Noncommissioned officers have played a significant role in my professional development.

49. Overall, the group norms and role models present in organizations/units in which I have served have made a positive contribution to my professional development as an officer.

50. The formal officer professional development program in my unit contributes significantly to my development.

EVALUATION OF THE OFFICER PROFESSIONAL DEVELOPMENT SYSTEM

For items 51 through 57, use the following response set:

- A. Strongly agree
- B. Agree
- C. Slightly agree
- D. Slightly disagree
- E. Disagree
- F. Strongly disagree
- G. Not applicable
- H. No opinion

51. Overall, the current education and training system for officers enhances Army combat readiness.

52. Education and training opportunities have occurred at the proper time in my career to date.

53. Overall, I am satisfied with the professional development opportunities afforded to me by my assignment pattern to date.

54. As things now stand, I am confident that appropriate opportunities for professional development will be made available to me as I need them during my career.

55. The Army officer training and education system is preparing officers in my branch to keep pace with the fielding of high-tech systems.

56. The method of instruction in which small groups of students are taught by a faculty team leader serving as mentor (coach/teacher) should be expanded to all Army institutional schools for officers.

57. All Army officers should receive training in joint and combined operations.

## FUTURE EDUCATION AND TRAINING SYSTEM

For items 58 through 60, use the following response set:

- A. Preparation for command
- B. Preparation for staff
- C. Prepare for command and staff
- D. Develop basic branch skill proficiency
- E. Shared experiences with peers/others across the Army
- F. Inculcation of Army values
- G. Don't know
- H. Other \_\_\_\_\_  
(specify)

58. What should be the primary purpose of OBC?

59. What should be the primary purpose of OAC?

60. What should be the primary purpose of CAS 3?

For items 61 and 62, use the following response set:

- A. Operational level warfighting skills
- B. Preparation for command
- C. Preparation for high level staff
- D. Critical thinking/concept integration
- E. Leadership and development of large/complex organizations
- F. Some combination of the above
- G. Don't know

61. What should be the primary purpose of CGSC?

62. What should be the primary purpose of SSC?

63. The best action to be taken with respect to OAC, CAS 3, and CGSC is:

- A. Keep all three
- B. Delete OAC
- C. Delete CAS 3
- D. Delete CGSC
- E. Merge OAC and CAS 3
- F. Merge CAS 3 and CGSC
- G. Other (specify) \_\_\_\_\_
- H. Don't know; no opinion

For items 64 through 76, use the following response set:

- A. Strongly agree
- B. Agree
- C. Slightly agree
- D. Slightly disagree
- E. Disagree
- F. Strongly disagree
- G. No opinion; don't know

64. In my branch, there is currently a need for additional intensive education/training in warfighting and operational planning skills after CGSC but prior to SSC.

65. In my branch, demands of the future battlefield will require that all field grade officers continue their education and training beyond CGSC level.

66. CGSC (resident or non-resident) should be a prerequisite for attendance at AFSC.

67. AFSC should continue to be considered a CGSC equivalent school.

68. There is a need for additional education and training (resident or non-resident) beyond SSC.

69. Advanced civilian schooling is necessary for me to be proficient in at least one of my specialties.

70. Resident course schools should not require students to complete preliminary requirements prior to attendance.

71. Officers should continue to develop professionally through some type of self study.

72. Some duty assignments within my grade level are more important to the Army than others.

73. The opportunity for continued professional development should be weighted in favor of those with the highest promotion potential.

74. The officer should be first a mentor and role model who instills Army values and develops his subordinates as his most important responsibility.

75. The policy of early selection of a very few officers for promotion below the zone encourages officers to focus on short-term, high visibility goals.

76. Most officers are promoted before they become competent at their existing grade level.

77. The number of officers attending CGSC each year should be:

- A. Expanded to accommodate all eligible officers
- B. Remain the same
- C. Reduced
- D. No opinion; don't know

78. Who should attend CGSC?

- A. All officers
- B. Only those officers with potential for command
- C. Those officers with potential for high level staff assignments
- D. Both B and C
- E. Other \_\_\_\_\_
- F. No opinion, don't know

79. The policy for below the zone selections for promotion should be:

- A. Remain the same as now
- B. Expanded to include selection of all those fully qualified for selection below the zone
- C. Abolish below the zone selections
- D. Don't know

80. How much time is required for officers in your branch to spend in resident schooling (both military and/or civilian) during a 20-year career in order to stay current in their field?

- A. Less than 1 year
- B. About 1 year
- C. About 2 years
- D. About 3 years
- E. About 4 years
- F. About 5 years
- G. About 6 years
- H. About 7 years
- I. About 8 years

81. Which of the following should have the primary responsibility for professional development of officers in your career field.

- A. MILPERCEN
- B. The branch proponent (e.g. service school).
- C. The commanding officer/supervisor in each duty assignment.
- D. Each individual officer is responsible for his/her own development.
- E. Other \_\_\_\_\_

OTHER COMMISSIONED OFFICER ISSUES

For items 82 through 84, use the following response set:

- A. Strongly Agree
- B. Agree
- C. Slightly agree
- D. Slightly disagree
- E. Disagree
- F. Strongly disagree
- G. No opinion; don't know

82. A factor in the evaluation of commanders should be the degree to which they adequately develop the officers serving under them.

83. In the event of rapid mobilization, I have been prepared to assume command and/or staff positions two levels above my current assignment.

84. The highest priority of the Officer Professional Development System (OPDS) should be to prepare officers to assume command positions.

85. Increased resources should be applied to developing officers in your branch for:

- A. TOE type assignments
- B. TDA type assignments
- C. Both TOE and TDA type assignments
- D. No change from current emphasis
- E. No opinion; don't know

86. Should officers be required to pass a military skills competency test prior to promotion to the next grade?

- A. Definitely no
- B. Yes for all grade levels
- C. Yes, for 0-1 only
- D. Yes, for 0-1 and 0-2 only
- E. Yes, for 0-2 only
- F. Yes for 0-1, 0-2, and 0-3 only
- G. Yes, for 0-3 only
- H. Yes for 0-1, 0-2, 0-3 and 0-4 only
- I. Yes, for 0-4 only
- J. Yes, for some combination of grades other than above.

A critical transition point is defined as a stage or event in the career of an officer which represents a substantial change in level of responsibility, scope of work, or level of understanding (frame of reference) required to perform effectively.

87. Current transition points for officer development now tend to be associated with schools (e.g. OBC, OAC, CAS3, CGSC, SSC). Are these the appropriate transition points?

- A. Yes
- B. No
- C. Do not know

88. During the first 20 years of commissioned service, what is the maximum single block of time that an officer in your branch should be in assignments "away from troops" (i.e. assignments other than those having tactical or wartime mission significance)?

- A. 1 year or less
- B. 2 years
- C. 3 years
- D. 4 years
- E. 5 years
- F. 6 years
- G. 7 years
- H. 8 years
- I. More than 8 years



TAKING THE PULSE OF THE OFFICER CORPS

A number of authors recently have criticized the Officer Professional Development System in the Army. Using the response set provided below, for items 89 through 93, indicate the extent to which you agree or disagree with the statements below which are abstracted from the arguments made by these critics:

- A. Strongly agree
- B. Agree
- C. Slightly agree
- D. Slightly disagree
- E. Disagree
- F. Strongly disagree
- G. No opinion

89. Our officer development system does not go far enough today in preparing officers for war and combat.

90. Career development for individual officers is secondary to the need for the Army to defend the country and deter war.

91. The bold, original, creative officer cannot survive in today's Army.

92. The officer corps today is focused toward personal gain as opposed to selflessness.

93. The promotion system does not reward those officers who have the seasoning and potential to be the best wartime leaders.

TURN TO NEXT PAGE.

Branch \_\_\_\_\_  
Grade \_\_\_\_\_

REMARKS

-STOP-  
PLACE ANSWER SHEET INSIDE BOOKLET;  
PLACE BOOKLET INSIDE RETURN ENVELOPE AND MAIL.

## Tab A to Appendix 2

### STATISTICAL RESULTS OF COMMISSIONED OFFICER SURVEY

TABLE 1

ITEM: A. Pay Grade

GRADE	NUMBER	%	CUM%
2LT	973	7.0	7.0
1LT	1841	13.2	20.2
CPT	4380	31.4	51.5
MAJ	3335	23.9	75.4
LTC	2420	17.3	92.8
COL	1010	7.2	100.0
	14046		
Company Grade	7194	51.2	
Field Grade	6852	48.8	
	14046	100.0	

REMARKS: Almost 23,000 surveys were mailed to officers randomly selected from across all grades and branches. Return rate was 61%. A stratified sampling technique was used to insure accurate representation at least by company grade/field grade and by combat arms/combat support/combat service support categories.

TABLE 2

ITEM: B. Active Federal Military Service as of 1 August 1984

RESPONSE	YOS	#	Adjusted %
	1	469	3.5
	2	689	5.1
	3	724	5.3
	4	641	4.7
	5	569	4.2
	6	587	4.3
	7	578	4.3
	8	564	4.2
	9	501	3.7
	10	515	3.8
	11	445	3.3
	12	637	4.7
	13	548	4.0
	14	570	4.2
	15	638	4.7
	16	596	4.4
	17	545	4.0
	18	819	6.0
	19	580	4.3
	20	410	3.0
	21	340	2.5
	22	318	2.3
	23	280	2.1
	24	246	1.8
	25	228	1.7
OTHER		1009	7.2
		14046	100.0

REMARKS: Partial years rounded upward to next higher year. Included in the "other" category are respondents who did not mark a category plus those with more than 25 years AFMS.

TABLE 3

## ITEM: C. Basic Branch

RESPONSE	#	%
A. Adjutant General	984	7.0
B. Air Defense Artillery	865	6.2
C. Armor	1089	7.8
D. Aviation	1340	9.6
E. Chemical	690	4.9
F. Engineer	965	6.9
G. Field Artillery	1034	7.4
H. Finance	605	4.3
I. Infantry	1232	8.8
J. Military Intelligence	915	6.5
K. Military Police	909	6.5
L. Ordnance	1079	7.7
M. Quartermaster	780	5.6
N. Signal	908	6.5
O. Transportation	607	4.3
P. ZZZ	44	—
	14046	100.0

REMARKS: All branches are fairly represented

TABLE 4

## ITEM: D. Command to Which Assigned

RESPONSE	#	Adjusted %
USAREUR	2563	18.3
EUSA	375	2.7
USARJ	41	0.3
WESTCOM	216	1.5
TRADOC	3074	22.0
FORSCOM	3465	24.8
DARCOM (AMC)	828	5.9
MDW	113	0.8
USAHSC	19	0.1
USAREC	117	0.8
USMA	213	1.5
HQDA (and FOAs)	992	7.1
RC Duty	172	1.2
Joint/Combined Duty	671	4.8
INSCOM	255	1.8
USACIDC	65	0.5
Other	803	5.7
ZZZ	64	missing
	14046	100.0

TABLE 5

## ITEM: E. Type of Unit to Which Assigned

RESPONSE	#	%
Combat	2539	18.2
Combat Support	1340	9.6
Combat Service Support	1687	12.1
ROTC or USMA Staff and Faculty	678	4.8
Garrison/Installation Staff	1134	8.1
Recruiting, Readiness Regions	290	2.1
Corps or higher level staff (includes MACOM, DA, etc.)	2762	19.8
Duty with Reserve and National Guard	178	1.3
Training (includes service school staff and faculty)	1844	13.2
Other	1530	10.9
ZZZ	64	missing
	14046	100.0

TABLE 6

## ITEM: F. Initial Specialty

RESPONSE	#	%
11 Infantry	1297	9.3
12 Armor	1122	8.0
13 Field Artillery	1063	7.6
14 Air Defense Artillery	865	6.2
15 Aviation	1013	7.2
18 Special Forces	7	0.1
21 Engineer	943	6.7
22 Topographic Engineer	4	0.0
23 Facilities/Contract/ Construction Mgmt	8	0.1
25 Communication-Electronics	779	5.6
27 Communication-Electronics Engineering	87	0.6
31 Military Police	892	6.4
35 Military Intelligence	510	3.6
36 Counterintelligence—Signal Security, Human Intelligence	178	1.3
37 Signal Intelligence, Electronic Warfare	227	1.6
41 Personnel Programs Management	219	1.6
42 Administrative & Personnel Systems Management	710	5.1
43 Community Activities Management	40	0.3
44 Finance	593	4.2
45 Comptroller	18	0.1
46 Public Affairs	8	0.1
48 Foreign Area Officer	8	0.1
49 Operations Research/ Systems Analysis	49	0.1
51 Research and Development	51	0.1
52 Nuclear Weapons	52	0.1
53 Automated Data Systems Management	21	0.2
54 Operations Plans/Training/ Force Development	9	0.1
71 Aviation Logistics	184	1.3
72 Communications-Electronics Materiel Management	36	0.3
73 Missile Materiel Management	159	1.1
74 Chemical	678	4.9
75 Munitions Materiel Management	282	2.0
81 Petroleum Management	55	0.4
82 Subsistence Management	47	0.3
91 Maintenance Management	606	4.3
92 Materiel/Services Management	661	4.7
95 Transportation	575	4.1
97 Procurement	26	0.2
ZZZ	64	missing
	14046	100.0

TABLE 7

## ITEM: G. Additional Specialty

RESPONSE	#	%
11 Infantry	20	0.2
12 Armor	25	0.3
13 Field Artillery	23	0.2
14 Air Defense Artillery	20	0.2
15 Aviation	164	1.7
18 Special Forces	21	0.2
21 Engineer	25	0.3
22 Topographic Engineer	53	0.6
23 Facilities/Contract/ Construction Mgmt	261	2.8
25 Communication-Electronics	69	0.7
27 Communication-Electronics Engineering	148	1.6
31 Military Police	73	0.8
35 Military Intelligence	284	3.0
36 Counterintelligence—Signal Security, Human Intelligence	138	1.5
37 Signal Intelligence, Electronic Warfare	154	1.6
41 Personnel Programs Management	1149	12.2
42 Administrative & Personnel Systems Management	403	4.3
43 Community Activities Management	130	1.4
44 Finance	211	2.2
45 Comptroller	533	5.7
46 Public Affairs	—	—
48 Foreign Area Officer	587	6.2
49 Operations Research/ Systems Analysis	462	4.9
51 Research and Development	662	7.0
52 Nuclear Weapons	122	1.3
53 Automated Data Systems Management	493	5.2
54 Operations Plans/Training/ Force Development	1199	12.7
71 Aviation Logistics	49	0.5
72 Communications-Electronics Materiel Management	86	0.9
73 Missile Materiel Management	48	0.5
74 Chemical	42	0.4
75 Munitions Materiel Management	81	0.9
81 Petroleum Management	42	0.4
82 Subsistence Management	41	0.4
91 Maintenance Management	332	3.5
92 Materiel/Services Management	869	9.2
95 Transportation	102	1.1
97 Procurement	288	3.1
ZZZ	4637	missing
	14046	100.0

REMARKS: Many company grade officers have not yet been assigned an additional specialty

TABLE 8

## ITEM: H. Year Group

RESPONSE	YEAR	#	%
	Before 1959	384	2.8
	1959	192	1.4
	1960	224	1.6
	1961	248	1.8
	1962	274	2.0
	1963	320	2.3
	1964	325	2.4
	1965	359	2.6
	1966	497	3.6
	1967	857	6.3
	1968	595	4.3
	1969	642	4.7
	1970	685	5.0
	1971	508	3.7
	1972	513	3.7
	1973	472	3.4
	1974	420	3.1
	1975	391	2.9
	1976	519	3.8
	1977	594	4.3
	1978	703	5.1
	1979	668	4.9
	1980	700	5.1
	1981	886	6.5
	1982	811	5.9
	1983	755	5.5
	1984	141	1.0

REMARKS: The sample represents the various year groups in such a manner as to insure fair and complete representation.

TABLE 9

## ITEM: I. Sex

RESPONSE	Sex	#	%
	Male	12912	92.2
	Female	1097	7.8
	ZZZ	37	missing
	Total	14046	100.0

TABLE 10

ITEM: J. Do you plan to make the Army a career? (That is, 20 or more years of service)

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A. Yes, I plan to remain in the Army as long as I can beyond 20.	22.9	32.4	28.6	26.8	26.5	27.5
B. Yes, I plan to retire at 20.	15.5	19.0	15.8	17.6	19.1	17.2
C. Yes, but I am undecided as to when I will retire.	25.9	47.7	37.7	34.8	35.8	36.4
D. I have made no decision as to whether or not I will make the Army a career	26.2	0.6	13.3	15.3	13.1	13.8
E. No, I do not plan to make the Army a career.	9.7	0.3	4.6	5.5	5.6	5.1

REMARKS: While there is no difference of perception caused by branch, there is a difference in perception between grades. Specifically, majors and above have decided to stay at least until 20 YOS. Also, most officers have made up their minds to stay/leave by the time they are captains. The first assignment is critical in the influence/decision process. Overall, 81% are favorably inclined toward making the Army a career—a positive sign.

TABLE 11

ITEM: K. Which of the following joint service schools have you attended?

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A. I have not attended any joint service schools.	96.3	81.0	89.0	87.3	90.1	88.9
B. National War College	0.0	1.1	0.7	0.6	0.3	0.5
C. ICAF	0.0	2.2	0.6	0.9	2.0	1.1
D. AFSC	0.1	8.6	4.9	3.8	3.5	4.2
E. Other	3.6	7.2	4.8	7.4	4.2	5.3

REMARKS: Nineteen percent of field grade officers have attended at least one joint service school.

TABLE 12

ITEM: L. Through which of the following did you receive your commission?

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A. OCS	13.9	26.3	19.8	21.3	19.0	19.9
B. USMA	14.1	10.8	20.2	7.0	4.7	12.5
C. ROTC	68.7	56.9	56.2	67.2	70.3	63.0
D. Direct Appointment	3.1	5.4	3.4	4.3	5.6	4.2
E. Other	0.2	0.5	0.5	0.2	0.4	0.4

TABLE 13

ITEM: 1. Please indicate which choice below describes your current assignment (Previous assignment if you are currently in school.)

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A. Commander	18.0	13.5	17.5	15.3	13.5	15.8
B. Division/Brigade/Battalion Staff	27.2	15.5	21.3	25.4	18.5	21.5
C. High level staff (corps and higher level)	7.0	28.2	14.9	16.8	21.5	17.3
D. Combined or Joint Staff	1.5	9.7	4.1	7.5	5.9	5.5
E. Installation Staff	8.5	9.5	6.7	7.4	13.9	9.0
F. Instructor	6.8	6.7	8.5	5.8	4.6	6.7
G. Specialty Immaterial Assignment	3.0	2.8	3.2	2.1	3.2	2.9
H. Other	28.1	14.1	23.7	19.7	18.9	21.3

REMARKS: Company grade officers and captains in particular are exposed to a wide range of command/staff type assignments. The typical company commander has 7 YOS, the typical captain on staff has 8 YOS, the typical battalion commander has 17-18 YOS.

TABLE 14

ITEM: 2. Are you currently working in a duty position that requires you to use either your initial or additional specialty skills?

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A Yes; initial specialty only	58.8	22.1	37.3	49.0	40.1	41.0
B Yes, additional specialty only	7.5	19.7	17.2	9.2	10.9	13.5
C Yes; both initial and additional specialties	13.6	44.4	26.8	25.9	33.6	28.6
D No	20.0	13.8	18.7	15.9	15.2	17.0

REMARKS While most company grade officers work on a duty position that requires either initial (branch) or additional (functional area) skill, 20% are not. Seventeen percent of the total sample are in duty positions that don't require their branch/area skills.

TABLE 15

ITEM: 3. How satisfied are you with your current duty position?

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A Very satisfied	37.3	47.7	41.9	41.7	43.6	42.4
B Satisfied	34.7	30.6	32.9	32.9	32.2	32.7
C Slightly satisfied	11.3	8.8	10.0	10.4	10.0	10.1
D Slightly dissatisfied	6.7	4.6	5.8	5.5	5.5	5.7
E Dissatisfied	5.8	5.2	5.9	5.7	4.9	5.5
F Very Dissatisfied	4.2	3.1	3.5	3.8	3.7	3.6

REMARKS The officer corps is satisfied (85%) with current duty position. Neither grade nor component makes any appreciable difference in perception.

TABLE 16

ITEM: 4. Select the skills which are most important to you in your current duty position. (Previous duty position if currently in school.)

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A Leadership and human relations	31.1	31.5	31.6	30.4	31.6	31.3
B Time management skills	13.4	10.3	11.8	12.2	11.7	11.9
C Resource management (other than time) skills	12.2	12.8	12.6	10.3	14.3	12.5
D Setting priorities/goals	6.9	6.0	6.2	5.6	7.5	6.4
E Technical/tactical skills	12.8	9.0	11.3	12.5	9.0	10.9
F Development of organizations	1.8	2.0	1.9	1.3	2.3	1.9
G Concept integration/cognitive skills	4.5	8.8	6.3	7.7	6.1	6.6
H Communication skills (written and oral)	15.9	17.9	16.6	18.6	15.9	16.9
I Other	1.5	1.7	1.8	1.5	1.6	1.6

REMARKS Leadership and human relations skills are consistently cited as "most important to you in your current duty," regardless of grade or component. Communication skills are also important.

TABLE 17

ITEM: 5. How far forward do the longest programs/projects over which you have control in your current job extend (i.e., How far forward do these programs/projects have an impact/payoff/results)?

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A. 1 week or less	3.5	1.3	2.4	2.5	2.4	2.4
B. Between 1 week and 1 month	10.6	2.3	7.0	6.1	6.2	6.5
C. Between 1 and 3 months	14.8	4.3	10.7	9.0	8.6	9.7
D. Between 3 and 6 months	13.2	5.5	10.5	9.6	7.9	9.5
E. Between 6 and 12 months	21.0	16.1	19.2	18.2	18.2	18.7
F. Between 1 and 2 years	14.9	19.1	16.3	17.7	18.1	6.9
G. Between 2 and 5 years	12.3	28.5	18.4	20.3	22.7	20.1
H. Between 5 and 10 years	4.6	12.9	7.9	9.4	9.0	8.6
I. Between 10 and 15 years	1.1	3.2	2.0	2.7	1.8	2.1
J. More than 15 years	4.0	6.9	5.5	5.6	5.2	5.4

REMARKS: There is a strong positive correlation between grade and time span; data derived from this question lend support to the PDOS Decision Skill/Cognitive Conceptual Skill Theory of Organization.

TABLE 18

ITEM: 6. Including both duty and nonduty time, indicate the average number of hours per week you believe you could devote to a correspondence type of course during your current assignment.

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A. 1 hour or less	27.3	26.9	25.4	23.1	23.1	24.2
B. About 2 hours	21.2	18.8	20.7	18.3	20.5	20.1
C. About 3 hours	16.8	12.6	14.7	15.0	14.7	14.8
D. About 4 hours	14.9	16.3	14.6	16.5	16.2	15.6
E. About 5 hours	9.0	7.8	8.4	8.9	7.9	8.4
F. About 6 hours	7.5	7.4	7.0	8.2	7.5	7.5
G. More than 6 hours	8.9	10.2	8.9	10.0	10.2	9.6

REMARKS: The typical officer could devote three hours or less per week to a correspondence type course during current assignment. This is true regardless of grade or component except for colonel where the typical response is two hours or less per week.

TABLE 19

ITEM	% Agree					
	CG	FG	CA	CS	CSS	ALL
7. I have sufficient opportunity in my current assignment to further my professional development.	70.2	71.2	70.4	69.1	72.3	70.6
8. In my current assignment, I have a mentor that is helping to prepare me for future assignments (A mentor is someone, normally a superior, who acts as though he/she were a coach, a parent, a teacher, etc.)	49.4	32.3	41.3	40.3	41.7	41.2

REMARKS: The "agree" scale results from combining "strongly agree-agree-slightly agree" data. Regardless of grade or component, 71% of respondents feel they have sufficient opportunity in their current assignment to further their professional development (on the flip side, almost 1/3 do not). Also, most officers (59%) do not feel they have a mentor in their current assignment. This perception correlates negatively with grade—the higher the grade, the less likely the individual is to perceive he/she has a mentor.



TABLE 20

ITEM. For items 9 through 16, indicate to what extent each learning experience actually helped prepare you to perform the duties in your *current* assignment (Previous assignment if currently in school.)

RESPONSE (%)	Extra Helpful	Somewhat Helpful	Little/No Help	N/A
9 Service Schools (resident).	27.0	49.0	19.8	4.2
10. Service Schools (non-resident):	3.7	20.0	19.2	57.1
11. Advanced Civil Schooling (Masters or doctorate):	21.2	22.1	9.6	47.0
12. Correspondence Course (either military or civilian; other than non-resident service school):	2.5	17.0	19.9	60.6
13. Civilian contract short-course training:	7.3	15.4	8.6	68.7
14. Self study.	39.9	45.3	5.7	9.1
15. On-the-job training/unit experience:	75.8	19.6	2.7	1.9
16. Coaching or teaching by mentor:	21.1	32.2	24.2	22.5

REMARKS. Of those learning experiences listed, "OJT/unit experience" definitely was cited "most helpful" in preparation to perform current duties, self study was second, resident service school third. Additionally, company grade officers tended to rate "coaching or teaching by mentor" higher than field grade officers, field grade officers tended to rate "advanced civil schooling" and "non-resident service schools" more helpful than did company grade officers.

TABLE 20A

ITEM: 9. Service School (resident). Indicate to what extent each learning experience actually helped prepare you to perform the duties in your *current* assignment. (Previous assignment if currently in school.)

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A. Extremely helpful	25.0	29.1	28.6	24.8	26.3	27.0
B. Somewhat helpful	49.4	48.6	47.5	49.4	50.9	49.0
C. Little or no help	20.2	19.4	19.9	21.1	18.6	19.8
D. Not applicable	5.5	2.9	4.0	4.7	4.2	4.2

REMARKS. Third most useful category of learning experience in terms of utility in preparation for current assignment. Grade and component do not influence the results appreciably.

TABLE 20B

ITEM: 10. Service School (non-resident). Indicate to what extent each learning experience actually helped prepare you to perform the duties in your *current* assignment. (Previous assignment if currently in school.)

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A. Extremely helpful	3.3	4.1	3.6	3.4	4.0	3.7
B. Somewhat helpful	16.3	24.0	19.0	20.6	21.3	20.0
C. Little or no help	13.5	25.2	17.9	20.4	20.3	19.2
D. Not applicable	66.9	46.7	59.5	55.5	54.4	57.1

REMARKS. Most officers (57%) selected N/A for this item, for the remainder, field grade officers tended to find non-resident service schools to be slightly more useful than company grade officers in preparation for *current* assignment. Component is not a factor.

TABLE 20C

ITEM: 11. Advanced Civil Schooling. Indicate to what extent each learning experience actually helped prepare you to perform the duties in your *current* assignment. (Previous assignment if currently in school.)

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A. Extremely helpful	11.4	31.6	19.9	21.3	23.3	21.2
B. Somewhat helpful	12.7	32.1	20.3	23.0	24.3	22.1
C. Little or no help	6.3	13.1	9.4	10.3	9.2	9.6
D. Not applicable	69.6	23.2	50.3	45.3	43.2	47.0

REMARKS. For those officers who have attended Advanced Civil Schooling, approximately 80% (regardless of grade) found this experience to be at least somewhat helpful. Grade and component is not a factor in the response set other than opportunity to have attended.

TABLE 20D

ITEM: 12. Correspondence Course indicate to what extent each learning experience actually helped prepare you to perform the duties in your *current* assignment (Previous assignment if currently in school.)

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A. Extremely helpful	2.9	2.0	2.0	2.5	3.2	2.5
B. Somewhat helpful	18.0	16.0	15.6	17.6	19.0	17.0
C. Little or no help	15.4	24.7	19.0	21.0	20.6	19.9
D. Not applicable	63.7	57.3	63.4	58.8	57.3	60.6

REMARKS: Most officers (61%) have not experienced correspondence courses, only 20% find this learning experience to have been at least "somewhat helpful." Grade and component are not appreciable factors in the response.

TABLE 20E

ITEM: 13. Civilian Short Course Indicate to what extent each learning experience actually helped prepare you to perform the duties in your *current* assignment. (Previous assignment if currently in school.)

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A. Extremely helpful	6.5	8.0	6.2	8.1	8.3	7.3
B. Somewhat helpful	14.0	16.9	13.9	15.5	17.7	15.4
C. Little or no help	7.2	10.0	46.6	8.9	8.3	8.6
D. Not applicable	72.2	65.1	71.3	67.5	65.6	58.7

REMARKS: Most officers (69%) have not participated in a "civilian short course," 23% find this type learning experience to be at least "somewhat helpful." Field grade officers tend to find such courses of more practical utility than do company grade officers.

TABLE 20F

ITEM: 14. Self-study Indicate to what extent each learning experience actually helped prepare you to perform the duties in your *current* assignment (Previous assignment if currently in school.)

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A. Extremely helpful	40.1	39.7	41.2	40.2	37.7	39.9
B. Somewhat helpful	44.0	46.7	44.9	45.8	45.4	45.3
C. Little or no help	5.2	6.3	5.3	5.9	6.3	5.7
D. Not applicable	10.8	7.3	8.6	8.1	10.6	9.1

REMARKS: "Self study" is the second most powerful learning experience listed in terms of utility in helping prepare for the duties in current assignment. Eighty-five percent found self study to be at least somewhat helpful. Grade and component are not factors in the response.

TABLE 20G

ITEM: 15. OJT Indicate to what extent each learning experience actually helped prepare you to perform the duties in your *current* assignment (Previous assignment if currently in school.)

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A. Extremely helpful	76.7	74.8	76.0	75.6	75.8	75.8
B. Somewhat helpful	18.4	21.0	19.6	19.4	19.7	19.6
C. Little or no help	2.6	2.7	2.7	2.9	2.5	2.7
D. Not applicable	2.3	1.6	1.8	2.2	2.0	1.9

REMARKS: "On-the-job training/unit experience" is by far the most powerful learning experience cited—regardless of grade or component—in terms of utility in preparation for current assignment. Neither grade nor component influences the response set. Seventy-six percent found OJT to be "extremely helpful," while an additional 20% found it to be somewhat helpful.

TABLE 20H

ITEM: 15. Mentoring Indicate to what extent each training experience actually helped prepare you to perform the duties in your current assignment (Previous assignment if currently in school)

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A Extremely helpful	25.2	16.7	20.7	21.1	21.7	21.1
B Somewhat helpful	34.5	29.8	33.3	31.1	31.4	32.2
C Little or no help	22.6	25.8	24.7	22.9	24.2	24.1
D Not applicable	17.7	27.7	21.3	24.9	22.7	22.6

REMARKS Mentoring is the fourth most powerful learning experience in terms of utility for preparation for current assignment. Fifty-three percent rate mentoring as at least somewhat helpful, while company grade officers tend to rate this item more helpful than do field grade officers.

TABLE 21

ITEM: 17. Please indicate the most recent military school completed from the list below:

RESPONSE (%)	%
A OBC (Officer Basic Course)	20.8
B OAC (Officer Advanced Course)	27.6
C CAS3 (Combined Arms and Services Staff School)	2.7
D CGSC (Command and General Staff Officers Course) (non-resident)	13.4
E CGSC (Command and General Staff Officers Course) (resident)	14.5
F AFSC (Armed Forces Staff College)	3.2
G AWC (Army War College) (non-resident)	0.9
H AWC (Army War College) (resident)	2.2
I ICAF (Industrial College of the Armed Forces)	1.0
J NWC (National War College)	0.5
K Other Service War College	0.9
L Flight School	1.9
M Other	9.8
N None of the above	0.6
	100.0

REMARKS: None

TABLE 22

ITEM: 18. How long ago did you complete the school indicated in item 17?

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A Less than 1 year	31.1	14.1	22.2	23.5	23.2	22.8
B Less than 2 years but more than 1 year	24.0	13.4	18.1	19.4	19.6	18.8
C Less than 3 years but more than 2 years	19.1	12.5	15.9	15.6	16.3	16.0
D Less than 4 years but more than 3 years	12.5	10.4	11.2	12.0	11.8	11.5
E Less than 5 years but more than 4 years	6.1	10.2	8.7	7.5	7.7	8.1
F Less than 7 years but more than 5 years	5.5	15.4	10.1	10.5	10.4	10.3
G Less than 9 years but more than 7 years	0.6	12.2	6.9	5.8	5.8	6.3
H Less than 11 years but more than 9 years	0.1	5.8	3.3	2.4	2.4	2.8
I More than 11 years	0.1	5.8	3.2	2.5	2.6	2.8
J Does not apply	0.8	0.1	0.4	0.8	0.3	0.5

REMARKS Most company grade officers (55%) have completed their most recent school experience within the last two years. Fifty percent of field grade officers have completed their most recent school within the last four years. Twenty-four percent of field grade officers have been "out of school" for more than seven years. Component is not a factor.

TABLE 23

MOST RECENT SCHOOL: 19. The amount of content devoted to technical skills was:

RESPONSE (%)	Too Much	Approp Amount	Too Little	N/A
A. OBC (Officer Basic Course)	4.7	57.5	37.2	0.6
B. OAC (Officer Advanced Course)	6.8	61.3	30.7	1.2
C. CAS3 (Combined Arms and Services Staff School)	2.7	80.9	10.5	5.9
D. CGSC (Command and General Staff Officers Course) (non-resident)	3.1	52.1	35.6	9.2
E. CGSC (Command and General Staff Officers Course) (resident)	2.9	59.7	32.5	4.8
F. AFSC (Armed Forces Staff College)	2.0	68.6	17.2	12.2
G. AWC (Army War College) (non-resident)	0.8	51.2	11.2	36.8
H. AWC (Army War College) (resident)	0.3	60.8	21.9	17.0
I. ICAF (Industrial College of the Armed Forces)	1.5	78.7	5.9	14.0
J. NWC (National War College)	2.8	50.0	19.4	27.8
K. Other Service War College	9.1	58.7	12.4	19.8
L. Flight School	2.3	91.7	6.1	0.0
M. Other	5.2	76.1	15.4	3.2
Total	4.5	61.7	29.1	4.7

REMARKS: Sixty-two percent overall state they received an "appropriate" amount of content devoted to technical skills at the most recent school they attended (29% selected too little); almost 1/3 of those most recently completing the following schools selected "too little": OBC, OAC, and CGSC (both resident and non-resident).

TABLE 24

MOST RECENT SCHOOL: 20. The amount of content devoted to tactical (strategic for Senior Service College) skills was:

RESPONSE (%)	Too Much	Approp Amount	Too Little	N/A
A. OBC (Officer Basic Course)	4.2	44.5	39.3	11.9
B. OAC (Officer Advanced Course)	6.4	53.1	34.2	6.2
C. CAS3 (Combined Arms and Services Staff School)	7.2	75.9	13.4	3.5
D. CGSC (Command and General Staff Officers Course) (non-resident)	19.2	68.2	10.2	2.4
E. CGSC (Command and General Staff Officers Course) (resident)	16.3	68.4	13.3	2.0
F. AFSC (Armed Forces Staff College)	2.9	67.4	23.1	6.6
G. AWC (Army War College) (non-resident)	5.7	80.5	12.2	1.6
H. AWC (Army War College) (resident)	3.6	77.2	19.2	0.0
I. ICAF (Industrial College of the Armed Forces)	2.2	83.9	9.5	4.4
J. NWC (National War College)	1.4	86.3	11.0	1.4
K. Other Service War College	4.9	83.7	8.9	2.4
L. Flight School	0.8	39.2	50.2	9.8
M. Other	2.0	28.7	14.1	55.2
Total	8.3	55.3	23.2	11.3

REMARKS: Fifty-five percent overall indicate there was an appropriate amount of content devoted to tactical skills in their most recently attended school; however OBC, OAC, and flight school significantly lag the other schools (39%, 34%, and 50% respectively, cite these schools for having "too little" an amount of tactical content).

TABLE 25

**MOST RECENT SCHOOL: 21.** The amount of content devoted to leadership and human relations skills was:

RESPONSE (%)	Too Much	Approp Amount	Too Little	N/A
A. OBC (Officer Basic Course)	6.9	50.3	41.8	1.0
B. OAC (Officer Advanced Course)	9.5	53.8	35.5	1.2
C. CAS3 (Combined Arms and Services Staff School)	2.4	68.7	22.6	6.2
D. CGSC (Command and General Staff Officers Course) (non-resident)	5.0	53.1	40.0	1.8
E. CGSC (Command and General Staff Officers Course) (resident)	5.8	57.8	36.0	0.3
F. AFSC (Armed Forces Staff College)	4.6	79.0	15.5	0.9
G. AWC (Army War College) (non-resident)	0.8	72.6	25.8	0.8
H. AWC (Army War College) (resident)	2.0	78.5	19.5	0.0
I. ICAF (Industrial College of the Armed Forces)	3.7	83.6	10.4	2.2
J. NWC (National War College)	4.1	79.5	13.7	2.7
K. Other Service War College	3.3	72.7	22.3	1.7
L. Flight School	1.1	29.9	48.9	20.1
M. Other	3.2	46.6	18.2	32.1
Total	6.3	54.7	34.0	5.0

REMARKS. Overall, 55% state there was an "appropriate amount" of leadership and human relations skills training at their most recent schools. Schools who had greater than 30% of their recent graduates to select the response "too little" include: OBC, OAC, CGSC (both resident and non-resident) and Flight School.

TABLE 26

**MOST RECENT SCHOOL: 22.** The quality of the technical training was:

RESPONSE (%)	Ex	Good	Fair	Poor	V. Poor	N/A
A. OBC (Officer Basic Course)	16.2	46.4	27.9	7.2	2.2	0.2
B. OAC (Officer Advanced Course)	14.3	45.6	27.6	8.4	3.2	0.9
C. CAS3 (Combined Arms and Services Staff School)	48.9	31.7	9.7	1.6	1.1	7.0
D. CGSC (Command and General Staff Officers Course) (non-resident)	5.3	32.4	34.2	12.5	4.8	10.8
E. CGSC (Command and General Staff Officers Course) (resident)	15.2	42.3	25.4	8.8	2.4	5.8
F. AFSC (Armed Forces Staff College)	24.6	42.1	17.8	3.4	1.1	10.9
G. AWC (Army War College) (non-resident)	17.6	22.4	5.6	4.0	1.6	48.8
H. AWC (Army War College) (resident)	23.4	28.9	14.3	4.9	0.6	27.9
I. ICAF (Industrial College of the Armed Forces)	32.8	33.6	12.4	2.9	0.7	17.5
J. NWC (National War College)	12.3	34.2	9.6	4.1	0.0	39.7
K. Other Service War College	24.8	35.5	10.7	3.3	0.8	24.8
L. Flight School	62.5	34.8	2.7	0.0	0.0	0.0
M. Other	40.5	38.3	13.6	2.8	1.5	3.3
Total	18.9	41.1	24.6	7.4	2.6	5.4

REMARKS. Sixty percent rate the quality of the technical training at their most recent school as at least "good," about 1/3 of recent graduates from OBC, OAC and CGSC (resident and non-resident) rate the quality of technical training as "fair to very poor". OBC (37%), OAC (39%), CGSC resident (37%), CGSC non-resident (52%)

TABLE 27

**MOST RECENT SCHOOL: 23.** The quality of the tactical training (strategic for Senior Service College) was:

RESPONSE (%)	Ex	Good	Fair	Poor	V. Poor	N/A
A. OBC (Officer Basic Course)	8.2	33.7	31.7	12.4	3.3	10.7
B. OAC (Officer Advanced Course)	13.3	34.5	28.9	12.6	4.4	6.3
C. CAS3 (Combined Arms and Services Staff School)	39.0	35.8	16.1	2.7	0.8	5.6
D. CGSC (Command and General Staff Officers Course) (non-resident)	9.9	48.0	28.9	6.5	2.4	4.2
E. CGSC (Command and General Staff Officers Course) (resident)	26.4	46.9	17.2	4.6	1.2	1.8
F. AFSC (Armed Forces Staff College)	18.4	37.5	24.5	7.5	1.8	10.2
G. AWC (Army War College) (non-resident)	62.6	24.4	6.5	2.4	0.8	3.3
H. AWC (Army War College) (resident)	48.4	32.5	13.0	3.2	1.3	1.6
I. ICAF (Industrial College of the Armed Forces)	31.1	40.7	14.1	4.4	0.7	8.9
J. NWC (National War College)	4.6	37.5	9.7	1.4	1.4	4.2
K. Other Service War College	51.7	36.7	5.0	5.0	0.0	1.7
L. Flight School	15.3	40.5	24.0	9.9	1.9	8.4
M. Other	8.8	14.7	11.6	5.9	1.8	57.2
Total	16.3	36.0	24.4	8.9	2.7	11.7

REMARKS. Fifty-two percent indicate the quality of tactical training at their most recent school was at least "good". OBC and OAC lag the other schools: 47% of OBC graduates and 46% of OAC graduates rate the quality of the tactical training of their school as "fair to very poor."

TABLE 28

**MOST RECENT SCHOOL: 24.** The quality of the leadership and human relations skill training was:

RESPONSE (%)	Ex	Good	Fair	Poor	V. Poor	N/A
A. OBC (Officer Basic Course)	7.1	34.0	39.5	14.7	4.2	0.6
B. OAC (Officer Advanced Course)	6.6	33.2	38.6	15.5	4.9	1.2
C. CAS3 (Combined Arms and Services Staff School)	40.2	30.3	17.7	4.3	1.6	5.9
D. CGSC (Command and General Staff Officers Course) (non-resident)	3.4	29.5	40.1	17.7	5.1	4.1
E. CGSC (Command and General Staff Officers Course) (resident)	12.7	37.7	33.7	12.0	3.7	0.2
F. AFSC (Armed Forces Staff College)	31.1	35.8	25.6	4.5	1.6	1.4
G. AWC (Army War College) (non-resident)	32.0	48.0	14.4	4.0	0.0	1.6
H. AWC (Army War College) (resident)	43.8	36.4	14.6	4.2	0.6	0.3
I. ICAF (Industrial College of the Armed Forces)	41.6	41.6	9.5	3.6	0.7	2.9
J. NWC (National War College)	30.1	38.4	19.2	4.1	4.1	4.1
K. Other Service War College	37.4	32.5	19.5	3.3	3.3	4.1
L. Flight School	4.5	18.9	25.7	23.8	6.8	20.4
M. Other	15.7	23.9	18.1	7.5	2.0	32.8
Total	11.5	32.5	33.6	13.2	3.9	5.3

REMARKS. Forty-four percent rate the quality of leadership/human relations skill training at their last school to be at least "good"; 51% rate the quality of training as "fair to very poor." Recent graduates of OBC, OAC, and CGSC resident courses rated the quality of instruction as "fair to very poor" with the following percentages: 58% (OBC), 59% (OAC), and 49% (CGSC). Given the high marks leadership skills received for utility in current assignments, and the apparent desire for mentoring leaders, this area needs work.

TABLE 29

MOST RECENT SCHOOL: 25. Overall, the quality of the instruction provided by the faculty in this school was.

RESPONSE (%)	Ex	Good	Fair	Poor	V Poor	N/A
A OBC (Officer Basic Course)	11.0	54.2	28.9	4.3	1.4	0.2
B OAC (Officer Advanced Course)	10.6	52.4	27.7	6.6	2.0	0.8
C CAS3 (Combined Arms and Services Staff School)	68.0	24.4	4.9	1.1	1.4	0.3
D CGSC (Command and General Staff Officers Course) (non-resident)	4.8	38.8	25.7	5.5	2.1	23.0
E CGSC (Command and General Staff Officers Course) (resident)	25.8	52.2	18.3	2.9	0.6	0.3
F AFSC (Armed Forces Staff College)	38.0	44.6	13.9	2.7	0.7	0.0
G AWC (Army War College) (non-resident)	68.3	26.0	4.1	0.8	0.0	0.8
H AWC (Army War College) (resident)	56.9	35.9	6.2	1.0	0.0	0.0
I ICAF (Industrial College of the Armed Forces)	44.4	45.2	5.2	2.2	0.7	2.2
J NWC (National War College)	56.9	37.5	5.6	0.0	0.0	0.0
K Other Service War College	60.8	29.2	5.8	1.7	0.0	2.5
L Flight School	45.0	49.2	5.0	0.4	0.4	0.0
M Other	40.8	42.8	12.3	2.4	0.9	0.8
Total	20.8	47.8	22.0	4.3	1.4	3.8

REMARKS. Sixty-nine percent rate the overall quality of instruction provided by the faculty in their most recent school as at least good. Sixty-eight percent of CAS3 graduates state the overall quality is "excellent" (second only to AWC).

TABLE 30

MOST RECENT SCHOOL: 26. The standards for academic performance in this school

RESPONSE (%)	Too High	About Right	Too Low	N/A
A OBC (Officer Basic Course)	1.9	65.1	32.5	0.5
B OAC (Officer Advanced Course)	1.5	70.8	26.8	0.8
C CAS3 (Combined Arms and Services Staff School)	3.5	88.9	4.9	2.7
D CGSC (Command and General Staff Officers Course) (non-resident)	1.0	81.4	16.4	1.2
E CGSC (Command and General Staff Officers Course) (resident)	2.6	80.5	16.4	0.5
F AFSC (Armed Forces Staff College)	0.2	84.5	13.2	2.1
G AWC (Army War College) (non-resident)	2.4	94.4	3.2	0.0
H AWC (Army War College) (resident)	0.3	83.3	10.5	5.9
I ICAF (Industrial College of the Armed Forces)	1.5	84.6	9.6	4.4
J NWC (National War College)	0.0	91.5	4.2	4.2
K Other Service War College	10.6	81.3	7.3	0.8
L Flight School	1.1	85.9	12.9	0.0
M Other	2.4	78.5	13.6	5.5
Total	1.8	75.1	21.3	1.7

REMARKS. Seventy-five percent feel that the standards for academic performance in their most recent school are "about right." One of five feel the standards are "too low" (OBC = 33%, OAC = 27%).

TABLE 31

**MOST RECENT SCHOOL: 27.** Relative to the time I really needed the content covered in this school, the course occurred.

RESPONSE (%)	More than 2 yr early	A little early	OK	Little late	More than 2 yr late	N/A
A. OBC (Officer Basic Course)	2.2	9.4	66.0	3.0	0.8	18.7
B. OAC (Officer Advanced Course)	2.3	6.7	43.9	27.5	10.3	9.2
C. CAS3 (Combined Arms and Services Staff School)	1.1	4.9	48.9	26.8	11.1	7.3
D. CGSC (Command and General Staff Officers Course) (non-resident)	3.1	6.9	39.8	21.4	14.4	14.3
E. CGSC (Command and General Staff Officers Course) (resident)	2.8	6.8	57.4	17.5	7.7	22.2
F. AFSC (Armed Forces Staff College)	4.8	6.8	58.0	11.9	3.4	15.1
G. AWC (Army War College) (non-resident)	0.8	3.2	56.0	17.6	14.4	23.1
H. AWC (Army War College) (resident)	0.3	4.6	67.9	11.5	4.6	11.1
I. ICAF (Industrial College of the Armed Forces)	0.7	5.9	71.1	10.4	4.4	7.4
J. NWC (National War College)	0.0	8.2	65.8	6.8	4.1	15.0
K. Other Service War College	3.3	4.9	59.8	10.7	9.8	11.5
L. Flight School	0.0	1.9	77.0	1.9	3.4	15.7
M. Other	2.3	6.8	67.6	7.3	4.3	11.7
Total	2.4	7.1	54.6	16.1	7.4	12.5

REMARKS The N/A data above are the combined results of those who responded "not applicable" with those who responded "don't know." The data suggest that although the timing of the most recent school attended is "about right" for most, there is a significant number for whom schooling occurs too late. For example, those responding a course occurred too late (either a little or more than 2 years late) include OAC (38%), CAS3 (38%), CGSC (resident) (25%) and CGSC (non-resident) (36%).

TABLE 32

**MOST RECENT SCHOOL: 28.** To what extent did this school experience contribute to your professional development as an officer?

RESPONSE (%)	Critical	Major	Some	Little	None	N/A
A. OBC (Officer Basic Course)	10.5	33.8	39.3	13.8	2.4	1.2
B. OAC (Officer Advanced Course)	6.8	32.0	43.2	14.4	3.1	0.5
C. CAS3 (Combined Arms and Services Staff School)	25.1	52.7	19.0	2.7	0.5	0.0
D. CGSC (Command and General Staff Officers Course) (non-resident)	9.6	26.1	42.7	15.5	5.0	1.1
E. CGSC (Command and General Staff Officers Course) (resident)	20.0	50.1	24.7	4.2	0.7	0.1
F. AFSC (Armed Forces Staff College)	14.9	52.0	29.6	2.3	0.7	0.5
G. AWC (Army War College) (non-resident)	31.2	51.2	17.6	0.0	0.0	0.0
H. AWC (Army War College) (resident)	29.9	53.9	14.3	1.3	0.0	0.6
I. ICAF (Industrial College of the Armed Forces)	19.0	54.0	25.5	1.5	0.0	0.0
J. NWC (National War College)	28.8	53.4	15.1	1.4	1.4	0.0
K. Other Service War College	16.3	55.3	24.4	3.3	0.0	0.8
L. Flight School	22.3	38.6	22.0	12.1	3.0	1.9
M. Other	12.3	36.9	37.4	9.1	2.9	1.3
Total	12.5	37.1	36.1	10.7	2.5	1.0

REMARKS The N/A data above are the combined results of those who responded "not applicable" with those who responded "don't know." Eighty-six percent indicate that their most recent school experience contributed at least some to their professional development. The following schools had median response of "major contribution": CAS3, CGSC (resident), AFSC, AWC (resident and non-resident), ICAF, NWC, other service war colleges, and Flight School.



TABLE 33

**MOST RECENT SCHOOL: 29.** My most recent school effectively prepared officers to become mentors.

RESPONSE (%)	Agree	No Opinion
A. OBC (Officer Basic Course)	32.0	4.3
B. OAC (Officer Advanced Course)	34.8	2.3
C. CAS3 (Combined Arms and Services Staff School)	67.8	2.7
D. CGSC (Command and General Staff Officers Course) (non-resident)	35.3	4.7
E. CGSC (Command and General Staff Officers Course) (resident)	55.2	3.0
F. AFSC (Armed Forces Staff College)	52.6	4.3
G. AWC (Army War College) (non-resident)	67.8	4.0
H. AWC (Army War College) (resident)	75.0	4.2
I. ICAF (Industrial College of the Armed Forces)	67.6	4.4
J. NWC (National War College)	68.1	2.8
K. Other Service War College	60.7	4.1
L. Flight School	26.1	9.6
M. Other	43.8	8.3
Total	41.5	4.3

REMARKS. Schools, in general, apparently do not do a good job in preparing officers to become mentors. A notable exception for company grade officers is CAS3. Survey subjective remarks tend to indicate that the "faculty-as-mentor" role model of the school-instructor combined with small group modalities are responsible for these positive perceptions.

TABLE 34

**MOST RECENT SCHOOL: 30.** This school prepared me to more effectively perform my wartime duties.

RESPONSE (%)	Agree	No Opinion
A. OBC (Officer Basic Course)	66.3	2.1
B. OAC (Officer Advanced Course)	70.4	1.0
C. CAS3 (Combined Arms and Services Staff School)	91.7	0.5
D. CGSC (Command and General Staff Officers Course) (non-resident)	80.2	0.9
E. CGSC (Command and General Staff Officers Course) (resident)	91.1	0.3
F. AFSC (Armed Forces Staff College)	86.1	3.2
G. AWC (Army War College) (non-resident)	85.6	1.6
H. AWC (Army War College) (resident)	87.9	1.6
I. ICAF (Industrial College of the Armed Forces)	86.8	0.7
J. NWC (National War College)	75.4	2.7
K. Other Service War College	82.1	2.4
L. Flight School	89.1	1.5
M. Other	64.2	7.2
Total	75.2	2.0

REMARKS. The agree scale above consists of a combination of "strongly agree," "agree," and "slightly agree" scales. Overall, 75% agree that their most recent school effectively prepared them to perform their wartime duties. Schools with a median score in the "agree" category include CAS3, CGSC (resident), AFSC, AWC (resident and non-resident), ICAF, NWC, other service war colleges, and Flight School. All the other schools (OBC, OAC, CGSC non-resident) had a median response in the "slightly agree" category.

TABLE 35

**MOST RECENT SCHOOL: 31.** How helpful do you think your most recent military school experience will be to you in your future assignments?

RESPONSE (%)	Extremely	Somewhat	Little/No	N/A
A. OBC (Officer Basic Course)	15.9	56.4	23.4	4.3
B. OAC (Officer Advanced Course)	13.7	55.2	27.8	3.3
C. CAS3 (Combined Arms and Services Staff School)	68.8	27.2	3.5	0.5
D. CGSC (Command and General Staff Officers Course) (non-resident)	14.8	54.8	25.5	4.8
E. CGSC (Command and General Staff Officers Course) (resident)	31.5	51.5	12.3	4.7
F. AFSC (Armed Forces Staff College)	35.6	50.2	8.9	5.3
G. AWC (Army War College) (non-resident)	50.8	36.3	6.5	6.4
H. AWC (Army War College) (resident)	56.5	36.3	2.9	4.2
I. ICAF (Industrial College of the Armed Forces)	47.4	40.1	8.8	2.7
J. NWC (National War College)	41.7	51.4	4.2	2.8
K. Other Service War College	38.2	48.0	9.8	4.0
L. Flight School	50.6	35.7	5.7	8.0
M. Other	35.2	45.3	12.9	6.7
Total	23.9	51.7	19.9	4.5

REMARKS: The data in the N/A category are a result of the combination of "not applicable" and "don't know" response categories. Seventy-six percent indicate that their most recent military school experience will be helpful for future assignments. CAS3 is the highest scoring school in terms of perceived future utility with 69% selecting "extremely helpful." Other schools with a median score of "extremely helpful" include AWC (both resident and non-resident) and Flight School.

TABLE 36

**MOST RECENT SCHOOL: 32.** Indicate the highest level of civilian education you have completed

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A. Doctorate Degree	9.6	1.7	1.2	1.5	0.7	1.1
B. Masters Degree	16.5	69.9	39.3	43.5	46.2	42.3
C. Professional Certificate (Graduate level but less than a Masters)	5.1	4.9	4.9	5.0	5.2	5.0
D. Bachelors Degree	74.8	23.2	52.6	46.3	46.6	49.8
E. Professional Certificate (Undergraduate Level but less than a Bachelors)	0.6	0.1	0.3	0.4	0.3	0.3
F. Associate Degree	1.0	0.0	0.7	0.6	0.3	0.5
G. 2 or more years of college (but no degree)	1.4	0.1	0.9	0.7	0.7	0.8
H. Less than 2 years of college	0.0	0.0	0.0	0.1	0.0	0.0

REMARKS: Ninety-eight percent have at least a Bachelors Degree. Not surprisingly, field grade officers tend to be more educated than company grade officers. Component does not directly influence the response tendency.

TABLE 37

**ITEM: 33.** What is/was the source of your graduate degree (masters or doctorate)?

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A. Fully-funded Program	5.4	23.6	15.3	14.2	12.5	14.2
B. Degree Completion Program	1.0	5.9	3.4	3.3	3.5	3.4
C. Cooperative Degree Program (COOP - CGSC/AWC)	0.3	5.5	3.0	2.3	2.9	2.8
D. Off duty - on own	13.1	34.7	21.2	23.6	27.5	23.6
E. Prior to accession	7.1	3.5	4.0	6.6	6.5	5.3
F. Other	1.2	2.1	1.6	1.7	1.6	1.6
G. I do not have a graduate degree	72.1	24.6	51.5	48.4	45.6	49.0

REMARKS: Of those officers with graduate degrees, most acquired them "on their own, off duty" (i.e., 46% of those with graduate degrees got them "on their own"); the second most frequently mentioned category was "fully funded program" (28% of those with graduate degrees received assistance from a "fully funded program").

TABLE 38

ITEM: 34. What is/was your intent in obtaining an additional degree (masters or doctorate)?

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A. I do not intend to obtain an additional degree.	3.4	7.7	6.3	4.6	5.0	5.5
B. To serve more effectively in either or both of my specialties.	19.7	24.9	24.1	21.0	20.2	22.2
C. Professional intellectual growth; will make me more valuable to the Army.	37.0	28.7	31.0	35.4	34.0	33.0
D. Will make me more competitive for promotion or school selection.	17.5	22.0	17.5	19.8	23.1	19.1
E. To aid in obtaining a good civilian job after I separate from the service	14.1	10.6	13.5	11.1	11.6	12.4
F. Will help me obtain the assignment I want.	3.1	1.9	3.2	2.6	1.4	2.6
G. Other	5.2	4.2	4.3	5.5	4.7	4.7

REMARKS. Only 6% are not motivated to obtain an additional degree. The primary motivation for obtaining an additional degree is for the "professional intellectual growth that will make more valuable to the Army." The second most frequently selected response was "to serve more effectively in either or both of my specialties." Only 12% indicated "to aid in obtaining a good civilian job after I separate from the service." It is therefore reasonable to suggest that advanced civil schooling is a positive rather than selfish factor for officers.

TABLE 39

ITEM: 35. To what extent does the opportunity to acquire additional civilian education while in the Army influence your decision to remain on active duty?

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A. A great deal	27.3	21.0	24.9	24.9	22.5	24.2
B. Moderately	18.8	15.8	17.2	16.8	18.0	17.3
C. Slightly	18.9	17.5	17.6	18.7	18.9	18.2
D. Does not apply; I would remain on active duty regardless.	27.7	44.0	36.0	35.3	35.6	35.7
E. Does not apply; I will not stay on active duty.	7.3	1.6	4.2	4.4	5.1	4.5

REMARKS. Sixty percent feel that the opportunity to acquire additional civilian education while in the Army influences their decision to remain on active duty. Thirty-six percent would remain on active duty regardless, 5% response; field grade officers are more inclined to stay on active duty regardless. Conversely, additional civilian education tends to be more of an incentive to remain on active duty for company grade (65%) vs. field grade (54%).

TABLE 40

ITEMS	% Agree:					
	CG	FG	CA	CS	CSS	ALL
36. An officer should acquire an advanced degree (masters or doctorate) even if the Army does not fund it.	69.5	70.5	66.3	73.5	73.0	69.9

REMARKS. The "agree" figures are developed by combining "strongly agree, agree, slightly agree" responses. Overall, 70% feel that officers should acquire an advanced degree even if the Army doesn't fund it. Additionally, 2.5% selected "no opinion" as a response (company grade = 2.8%; field grade = 2.2%).

TABLE 41

ITEM: 37. All things considered, who in the military played the biggest role in shaping your own professional military value system to date.

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A. Company Commander	15.8	6.6	13.7	9.4	9.2	11.4
B. Battalion Commander	16.8	25.7	25.2	19.1	16.3	21.1
C. Brigade Commander	3.1	6.2	4.6	5.1	4.1	4.6
D. General Officer	2.4	8.8	5.2	4.4	6.8	5.5
E. Peers	8.9	15.1	11.5	12.1	12.4	11.9
F. School instructor	1.9	0.9	1.1	2.0	1.5	1.4
G. Supervisor	8.2	11.0	5.2	11.4	15.0	9.6
H. Someone during precommissioning (USMA, ROTC, OCS, etc.)	23.9	12.2	19.5	17.7	16.4	18.1
I. Noncommissioned officers	7.8	3.0	4.8	6.5	5.9	5.5
J. Other	11.3	10.5	9.2	12.3	12.5	10.9

REMARKS: The three most frequently selected responses for company grade are: someone during precommissioning (24%), battalion commander (17%), and company commander (16%). The three most frequently selected responses for field grade are: battalion commander (26%), peers (15%), and someone during precommissioning (12%). Overall, the battalion commander (21%) and someone during precommissioning (18%) are the two most frequently selected responses.

TABLE 42

ITEMS	% Agree					
	CG	FG	CA	CS	CSS	ALL
38. For me, service in the Army is <i>more</i> than just a job. Army Ethic—Loyalty to the nation's ideals, loyalty to the unit, selfless service and personal responsibility.	96.3	97.9	97.7	96.3	97.0	97.1
39. Overall, the officers with whom I work exemplify the Army ethic.	80.1	89.0	85.2	93.3	84.3	84.5
40. All in all, the officers with whom I work exemplify the attitude that they are soldiers first and are physically and mentally prepared for war and combat.	74.8	85.3	80.4	79.3	79.8	80.0

REMARKS: The "agree" scales above result from combining "strongly agree, agree, slightly agree" responses. An overwhelming majority (97%) agree that "service in the Army is more than a job." Additionally, most (85%) feel that the officers with whom they work exemplify the "Army ethic" (company grade = 80%, field grade = 89%). Finally, 80% feel that officers with whom they work exemplify the "warrior spirit" (company grade = 75%; field grade = 85%).

TABLE 43

ITEM: 41. Of the officers at your grade that you know, what percent would make good wartime leaders?

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A. About 100%	1.8	3.6	2.6	2.3	3.0	2.7
B. About 75%	23.6	28.9	26.1	25.4	27.0	26.2
C. About two-thirds	20.1	20.0	21.2	19.3	18.9	20.1
D. About 50%	25.4	23.4	24.3	25.0	23.9	24.4
E. About one-third	11.1	9.4	10.7	10.1	9.8	10.3
F. About 25%	7.5	6.4	6.9	7.0	7.1	7.0
G. Less than 25%	6.6	5.3	5.4	6.8	6.1	6.0
H. Don't know	3.9	3.0	2.7	4.0	4.2	3.5

REMARKS: The median response selected by all officers is "about 50% of the officers at their grade that they know would make good wartime leaders." The median response for field grade officers tends to be higher (median = "about two-thirds") than for company grade (median = "about 50%").

TABLE 44

ITEM: 42. What percent of the commissioned officers (OI-03) in your current organization are competent in their basic educational skills (e.g. reading, writing, mathematics, oral communications)?

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A. About 100%	39.3	22.9	31.3	31.9	31.0	31.4
B. About 75%	32.8	24.5	28.4	30.3	28.3	28.8
C. About two-thirds	10.5	14.6	13.1	11.3	12.5	12.5
D. About 50%	8.5	14.5	11.7	10.5	11.5	11.4
E. About one-third	2.8	4.6	3.8	3.9	3.4	3.7
F. About 25%	1.1	2.3	1.6	2.0	1.6	3.7
G. Less than 25%	0.9	2.2	1.5	1.4	1.7	1.5
H. Don't know	4.2	14.3	8.6	8.7	10.1	9.1

REMARKS. The median response selected by all officers is "about 75% of the company grade officers in their current organization are competent in their basic educational skills." The median field grade response is lower ("about two-thirds") than for company grade ("about 75%").

TABLE 45

ITEM: 43. What percent of the warrant officers (WOI-CW2) in your current organization are competent in their basic educational skills?

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A. About 100%	23.4	15.9	20.0	21.3	18.1	19.8
B. About 75%	18.0	12.8	15.1	15.9	15.8	15.5
C. About two-thirds	8.3	9.4	9.0	7.9	9.1	8.8
D. About 50%	9.2	10.6	11.0	6.8	10.8	9.9
E. About one-third	3.0	4.0	4.0	2.6	3.4	3.5
F. About 25%	1.5	2.2	2.0	1.5	1.8	1.8
G. Less than 25%	1.8	2.4	2.4	1.4	2.3	2.1
H. Don't know	34.9	42.6	36.5	42.5	38.7	38.6

REMARKS. Thirty-nine percent "don't know" what percent of the warrant officers in their current organization are competent in their basic educational skills—quite possibly because their organization may not have any warrant officers. Of those officers expressing an opinion other than "don't know," the median response is "about 75%" for both company grade and field grade.

TABLE 46

ITEM: 44. Overall, the greatest weakness in the development of officers in both my branch and at my grade is in the area of.

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A. Technical skills	9.7	10.8	8.5	12.4	11.2	10.2
B. Tactical skills	10.5	7.2	7.0	9.1	11.8	8.9
C. Operational skills (e.g. integration of combined arms elements, management of battlefield resources, etc.)	21.3	22.7	25.6	21.4	16.5	21.9
D. Concept integration/cognitive skills and abilities	6.6	13.1	9.1	10.3	10.3	9.8
E. Leadership and human relations skills and abilities	17.5	19.7	18.6	17.3	19.8	18.6
F. A lack of appropriate understanding of their role	12.9	7.9	10.5	10.9	10.1	10.5
G. A lack of appropriate military values	4.3	3.4	4.4	3.3	3.7	3.9
H. Basic education skills (3R's)	2.3	2.7	2.4	2.3	2.7	2.5
I. A failure to be a soldier first (i.e., physically/mentally prepared for war and combat).	10.0	8.0	9.4	8.3	9.1	9.0
J. Other	3.0	2.5	2.6	3.0	2.7	2.7

REMARKS. The two most frequently selected responses in the identification of "greatest weakness in the development of officers in both my branch and at my grade" are "operational skills (22%)," and "leadership and human relations skills and abilities (19%)." Additionally, 13% of company grade identify "a lack of appropriate understanding of role" as a weakness, and 13% of field grade identify "concept integration/cognitive skills and abilities" as the greatest weakness.

TABLE 47

ITEM: 45. Select the developmental experience that made the greatest contribution to your professional development as an officer

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A. Precommissioning military experience	22.8	8.2	17.0	15.1	13.9	15.7
B. Military Resident Training/Education	5.0	6.2	5.6	5.8	5.3	5.6
C. Military Correspondence Education	0.2	0.3	0.2	0.2	0.4	0.3
D. Army-Sponsored Civilian Education	0.6	2.5	1.5	1.5	1.8	1.6
E. Duty Assignments/OJT	44.0	59.1	50.6	50.9	52.8	51.3
F. A commander's specific efforts to mentor, coach, or teach	11.7	11.0	12.1	11.1	10.5	11.4
G. Self-directed developmental efforts on my own time	8.8	7.9	7.9	8.5	9.3	8.4
H. Learning from peers	4.2	3.5	3.7	4.4	3.7	3.9
I. Other	2.5	1.3	1.6	2.1	2.4	2.0

REMARKS: "Duty assignments/OJT" is the developmental experience that overall makes the greatest contribution to professional development (51%). The second most frequently mentioned response is "precommissioning experience," followed by a "commander's specific efforts to mentor, coach, or teach." Company grade tend to place more emphasis on the precommissioning experience than do field grade, while field grade place more value on duty assignments and OJT than do company grade. Component is not a factor.

TABLE 48

ITEM: 46. How many hours per month does your unit devote to formal officer professional development for company grade officers?

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A. None	32.7	39.7	32.0	36.9	42.0	36.1
B. About 1 hour	19.3	14.6	17.0	17.7	16.7	17.1
C. About 2 hours	16.6	11.9	14.7	15.1	13.1	14.3
D. About 3 hours	7.2	3.7	6.1	5.1	4.8	5.5
E. About 4 hours	13.5	8.5	12.6	10.0	9.4	11.1
F. About 5 hours	2.2	0.9	1.8	1.5	1.1	1.5
G. About 6 hours	2.6	1.6	2.7	1.7	1.4	2.1
H. About 7 hours	0.7	0.4	0.7	0.3	0.5	0.6
I. 8 hours or more	3.5	2.4	3.8	2.7	2.0	3.0
J. Don't know/my unit does not have company grade officers	1.7	16.4	8.5	9.0	9.0	8.8

REMARKS: The median response overall is that units/organizations devote "about 1 hour" per month to formal professional development for company grade officers. Many officers (36%) report their unit has no formal program, while there is a slight tendency for combat arms officers to report more formal professional development hours than do combat service support officers. Formal programs need work.

TABLE 49

ITEM: 47. How many years have you spent assigned as a full-time student in either a military or civilian school since commissioning?

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A. None	24.3	1.4	10.7	16.2	15.0	13.3
B. About 1 year	53.6	15.5	31.1	36.7	40.1	35.1
C. About 2 years	15.4	27.0	22.5	18.6	20.7	21.0
D. About 3 years	4.9	24.5	16.6	13.1	12.2	14.5
E. About 4 years	1.2	18.2	11.0	8.7	7.4	9.4
F. About 5 years	0.4	8.7	5.5	4.2	2.9	4.4
G. About 6 years	0.1	3.2	1.9	1.5	1.3	1.6
H. About 7 years	0.1	1.0	0.6	0.6	0.3	0.5
I. About 8 years	0.0	0.2	0.1	0.1	0.0	0.1
J. More than 8 years	0.1	0.2	0.1	0.3	0.1	0.1

REMARKS: Overall, the median response is that the respondent has spent "about 2 years" as a full-time student, the median response for the company grade officer is "about 1 year," while for the field grade officer it is "about 3 years." Component is not a factor.

TABLE 50

ITEMS	% Agree					
	CG	FG	CA	CS	CSS	ALL
48. Noncommissioned officers have played a significant role in my professional development.	88.5	84.8	87.0	87.7	85.4	86.6
49. Overall, the group norms and role models present in organizations/units in which I have served have made a positive contribution to my professional development as an officer	79.0	88.5	84.5	82.7	82.9	83.5
50. The formal officers professional development program in my unit contributes significantly to my development	31.1	22.0	29.2	26.4	23.0	26.6
51. Overall, the current education and training system for officers enhances Army combat readiness	71.6	78.0	77.7	73.1	71.6	74.7
52. Education and training opportunities have occurred at the proper time in my career to date.	70.6	67.7	69.7	68.4	69.1	69.2
53. Overall, I am satisfied with the professional development opportunities afforded to me by my assignment pattern to date	67.7	68.8	68.2	67.1	69.1	68.2
54. As things now stand, I am confident that appropriate opportunities for professional development will be made available to me as I need them during my career	67.5	47.1	56.5	57.7	59.1	57.5
55. The Army officer training and education system is preparing officers to keep pace with the fielding of high-tech systems	51.2	41.9	51.8	40.6	43.4	46.7
56. The method of instruction in which small groups of students are taught by a faculty team leader serving as coach/mentor/educator should be expanded to all Army institutional schools for officers	76.6	67.3	71.6	73.5	71.8	72.2
57. All Army officers should receive training in joint and combined operations	92.8	87.0	90.1	91.5	88.1	89.9

REMARKS. a) The above "agree" data were obtained by combining "strongly agree," "agree," and "slightly agree" responses. b) Overall, 87% agree that NCOs played a significant role in their professional development, 84% agree that "socialization" (item 49) has made a significant contribution to development (field grade tends to agree more on the contribution of socialization than company grade). c) Only 27% agree the formal unit development program contributes to their development (company grade—31%, field grade = 22%). d) Overall, 69% agree that education and training opportunities have occurred at the right time in their career and 68% agree they are satisfied with their assignment pattern to date. e) Although 58% agree they are confident future opportunities for professional development will be made available as needed, those percentages are 69% for company grade, 47% for field grade. f) More company grade officers agree (51%) that the training and education system is preparing officers to keep pace with high-tech systems than do field grade officers (42%). g) Seventy-two percent agree the small group classroom model with "faculty as mentor" should be expanded to all schools (from CAS3), 77% of company grade, 67% of field grade agree. h) Officers strongly support joint and combined operations training (90% agree).

TABLE 51

ITEM: 58. What should be the primary purpose of OBC?

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A Preparation for command	2.0	2.5	2.8	2.3	1.7	2.3
B Preparation for staff	0.1	0.0	0.3	0.8	0.5	0.5
C Prepare for command and staff	2.3	1.5	1.2	2.7	2.5	2.0
D Develop basic branch skill proficiency	87.4	86.0	89.2	85.1	84.1	86.7
E Shared experiences with peers/others across the Army	0.0	0.0	0.3	0.3	0.4	0.3
F Inculcation of Army values	3.9	7.6	4.6	6.6	9.0	6.4
G Don't know	0.0	0.0	0.2	0.2	0.1	0.2
H Other	2.2	1.1	1.5	1.9	1.7	1.7

REMARKS: Eighty-seven percent of those officers whose most recent school was OBC feel that the school's primary purpose should be to develop basic branch skill proficiency.

TABLE 52

ITEM: 59. What should be the primary purpose of OAC?

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A Preparation for command	34.3	27.7	37.1	27.5	24.7	31.1
B Preparation for staff	3.5	4.6	2.8	4.1	6.0	4.0
C Prepare for command and staff	51.7	55.5	53.9	54.7	52.0	53.5
D Develop basic branch skill proficiency	1.5	5.6	1.8	4.7	5.1	3.5
E Shared experiences with peers/others across the Army	5.8	4.4	2.6	5.6	8.7	5.1
F Inculcation of Army values	0.0	0.1	0.3	0.7	0.6	0.5
G Don't know	1.7	0.5	0.9	1.3	1.4	1.1
H Other	1.2	1.0	0.7	1.4	1.6	1.1

REMARKS: Fifty-five percent of those officers whose most recent school was OAC feel that the school's primary purpose should be to prepare for command and staff; 31% feel the purpose should be to prepare for command.

TABLE 53

ITEM: 60. What should be the primary purpose of CAS3?

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A Preparation for command	2.2	2.3	2.0	2.8	2.1	2.2
B Preparation for staff	44.2	46.3	52.1	40.5	38.1	45.2
C Prepare for command and staff	25.7	31.0	24.8	31.0	31.5	28.3
D Develop basic branch skill proficiency	0.3	0.5	0.3	0.5	0.4	0.4
E Shared experiences with peers/others across the Army	7.8	6.8	5.7	7.9	8.6	7.1
F Inculcation of Army values	1.0	0.7	0.6	1.0	1.2	0.9
G Don't know	17.8	11.3	13.2	15.2	16.4	14.6
H Other	1.5	1.1	1.2	1.1	1.6	1.3

REMARKS: Sixty-seven percent of those whose most recent school was CAS3 feel the purpose of the school should be to "prepare for staff." 24% feel the purpose should be to prepare for both command and staff.

TABLE 54

ITEM: 61. What should be the primary purpose of CGSC?

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A Operational level warfighting skills	8.6	11.3	11.6	9.9	7.1	9.9
B Preparation for command	2.5	2.2	2.8	1.9	2.1	2.4
C Preparation for high level staff	12.1	15.1	14.0	13.1	14.0	13.8
D Critical thinking/concept integration	7.0	7.4	6.7	7.8	7.5	7.2
E Leadership and development of large/complex organizations	7.0	2.6	4.0	5.1	6.1	4.9
F Some combination of the above	44.7	60.4	57.1	52.8	53.9	52.3
G Don't know	18.2	0.6	9.9	9.3	9.3	9.6

REMARKS: Sixty-three percent of those officers whose most recent school was CGSC (resident) feel that the school purpose should be "some combination of the above."



TABLE 55

ITEM: 62. What should be the primary purpose of SSC?

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A. Operational level warfighting skills	4.6	3.6	4.6	4.1	4.1	4.3
B. Preparation for command	1.0	1.1	1.3	0.9	0.8	1.1
C. Preparation for high level staff	8.5	6.6	7.7	7.8	7.2	7.6
D. Critical thinking/concept integration	6.8	19.9	12.6	13.5	13.9	13.2
E. Leadership and development of large/complex organizations	10.8	19.3	13.6	15.1	16.9	14.9
F. Some combination of the above	31.1	43.8	37.9	36.4	36.9	37.3
G. Don't know	37.2	5.3	22.4	22.2	20.1	21.7

REMARKS. Fifty percent of those whose most recent school was AWC (resident) feel that the school purpose should be "some combination of the above."

TABLE 56

ITEM: 63. The best action to be taken with respect to OAC, CAS3, and CGSC is:

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A. Keep all three	33.5	32.7	35.3	33.4	29.4	33.1
B. Delete OAC	1.5	2.2	1.3	1.7	2.9	1.9
C. Delete CAS3	5.8	7.7	6.9	6.8	6.5	6.8
D. Delete CGSC	0.4	1.6	1.0	1.0	1.0	1.0
E. Merge OAC and CAS3	29.6	32.0	29.7	31.2	32.2	30.8
F. Merge CAS3 and CGSC	3.1	8.3	6.2	6.0	7.8	6.6
G. Other (specify)	1.8	1.7	1.7	1.8	2.0	1.8
H. Don't know, no opinion	22.2	13.5	17.8	18.2	18.1	18.0

REMARKS. There is no clear consensus on what actions—if any—should be taken with regard to OAC, CAS3, and CGSC. Of those officers with an opinion, most recommend a course of action that would merge CAS3 with either OAC or CGSC. However, recent graduates of CAS3 feel strongly that all three schools should be kept (62%), and only 21% recommend merge of CAS3 with OAC.

TABLE 57

ITEMS	% Agree						No Opinion	ALL
	CG	FG	CA	CS	CSS			
64. In my branch, there is currently a need for additional intensive education/training in warfighting and operational planning skills after CGSC but prior to SSC.	21.0	40.7	32.3	31.7	26.7	43.0		30.5
65. In my branch, demands of the future battlefield will require that all field grade officers continue their education and training beyond CGSC level.	51.4	71.2	63.1	64.2	55.0	23.1		61.0
66. CGSC (resident or non-resident) should be a prerequisite for attendance at AFSC.	22.9	25.9	25.0	24.5	23.0	40.8		24.4
67. AFSC should continue to be considered a CGSC equivalent school	25.6	60.0	40.3	43.1	45.0	41.9		42.3
68. There is a need for additional education and training (resident or non-resident) beyond SSC.	22.6	32.3	27.4	27.9	26.5	54.9		27.3
69. Advanced civilian schooling is necessary for me to be proficient in either or both of my specialties.	69.0	64.0	63.9	69.8	68.4	4.2		66.5
70. Resident course schools should not require students to complete preliminary requirements prior to attendance	40.2	43.9	44.7	41.2	42.6	8.7		43.2

REMARKS. The "Agree" scale above reflects a combination of "strongly agree-agree-slightly agree" data. a) Items 64-65, and 68 attempt to determine whether or not officers perceive there is a void in schooling beyond CGSC and beyond SSC. While a significant portion of officers did not have an opinion, only 31% and 27% felt there was a need for additional education after CGSC and SSC, respectively. Conversely, 61% feel that demands of the future battlefield will require all field grade officers to continue their education beyond CGSC (presumably, all field grade officers should have the opportunity to achieve MEL 1). b) Officers do not feel that CGSC should be a prerequisite for attendance at AFSC, 60% of field grade officers feel AFSC should continue to be a CGSC equivalent school. c) Sixty-seven percent (67%) feel ACS is necessary for skill proficiency. d) Most officers support policies that require students to complete preliminary requirements prior to attendance (43% do not).

TABLE 58

ITEMS	% Agree					
	CG	FG	CA	CS	CSS	ALL
71. To become competent, grow, and enhance abilities to perform well in current and future assignments, officers must continue their professional development through some self study.	93.5	92.3	93.2	93.2	92.5	92.9
72. Some duty assignments within a particular grade level are more important to the Army than others.	91.3	96.9	94.9	93.7	92.9	93.9
73. The opportunity for continued professional development should be weighted in favor of those with the highest promotion potential.	61.6	59.4	60.5	59.4	61.8	60.5
74. The officer should be first a mentor and role model who instills Army values and develops his subordinates as his most important responsibility.	88.0	87.3	87.8	87.4	87.6	87.7
75. The policy of early selection of a very few officers for promotion below the zone encourages officers to focus on short-term, high visibility goals.	68.1	75.9	73.1	70.3	71.1	71.9
76. Most officers are promoted before they become competent at their existing grade level.	33.6	29.8	34.6	29.6	28.9	31.8

REMARKS: The "Agree" scale above reflects a combination of "strongly agree-agree-slightly agree" data. a) Ninety-three percent support continuing development through self-study. b) Ninety-four percent feel some duty assignments are more important than others. c) Sixty-one percent feel opportunities for development should be weighted in favor of those with the highest promotion potential. d) The mentoring concept is supported—88% feel officers should be first a mentor/role model to instill values and develop subordinates. e) Most officers (72%) feel that below the zone selection policies encourage officers to focus on short-term goals. f) Only 32% feel current promotion policies do not allow adequate time for officers to become competent in their duties.

TABLE 59

ITEM: 77. The number of officers attending CGSC each year should be:

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A. Expanded to accommodate all eligible officers	36.4	45.9	39.7	42.1	42.3	41.0
B. Remain the same	14.8	39.6	27.9	24.9	27.2	26.9
C. Reduced	0.8	3.6	2.5	1.9	1.9	2.2
D. No opinion; don't know	48.1	10.9	30.0	31.2	28.6	29.9

REMARKS: Of those officers with an opinion, most feel that the number of officers attending CGSC each year should be expanded to accommodate all eligible officer by a 3:2 ratio over "remain the same." Field grade officers are more likely to have an opinion than are company grade officers.

TABLE 60

ITEM: 78. Who should attend CGSC?

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A. All officers	20.2	32.2	24.6	26.4	28.1	26.1
B. Only those officers with potential for command	3.2	1.2	2.4	1.9	2.2	2.2
C. Those officers with potential for high level staff assignments	3.2	2.8	2.9	2.7	3.5	3.0
D. Both B and C	51.3	60.3	57.1	55.3	53.8	55.7
E. Other	1.0	2.1	1.5	1.2	1.9	1.5
F. No opinion, don't know	21.0	1.3	11.5	12.4	10.6	11.4

REMARKS: Most officers (61%) feel that officers with potential for either command or high level staff assignments should attend CGSC. Twenty-six percent overall feel that all officers should attend. Field grade officers are more likely to have an opinion on this subject than are company grade officers.

TABLE 61

ITEM: 79. The policy for below the zone selections for promotion should be

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A Remain the same as now	22.2	45.2	32.4	31.9	36.3	33.4
B Expanded to include selection of all those fully qualified for selection below the zone	36.9	13.3	23.9	28.0	25.8	25.4
C Abolish below the zone selections	17.0	33.5	26.7	24.2	22.9	25.0
D Don't know	23.9	7.9	17.4	15.8	14.9	16.2

REMARKS: There is no consensus concerning below the zone promotions, a equally significant number feel the policy should remain the same (33%), be expanded (35%), or be abolished (25%). Company grade officers are more likely to favor expansion than field grade (27% vs. 13%), while field grade officers are more likely to favor abolition than company grade (34% vs. 19%).

TABLE 62

ITEM: 80. How much time is required for an officer in your branch to spend in resident schooling (both military and/or civilian) during a 20-year career in order to stay current/competent both as an officer and in his field?

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A Less than 1 year	1.1	0.7	0.7	1.0	1.2	0.9
B About 1 year	2.5	1.9	1.4	2.2	3.7	2.2
C About 2 years	10.1	10.8	8.6	10.7	13.1	10.4
D About 3 years	22.0	27.3	23.5	23.7	27.3	24.6
E About 4 years	29.8	33.9	34.2	30.5	29.0	31.8
F About 5 years	20.6	18.0	21.1	19.6	16.4	19.3
G About 6 years	9.3	5.6	7.6	8.2	5.8	7.2
H About 7 years	2.1	1.1	1.7	1.6	1.5	1.5
I About 8 years	3.0	0.7	1.4	2.5	1.9	1.9

REMARKS: The median response is that about 4 years time is required for an officer to spend in resident schooling during a 20-year career to stay current/competent.

TABLE 63

ITEM: 81. Which of the following should have the primary responsibility for professional development of officers in your career field.

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A MILPERCEN	13.2	20.8	16.1	16.1	18.8	16.9
B The branch proponent (e.g. service school)	35.2	36.7	34.1	37.3	37.8	35.9
C The commanding officer/supervisor in each duty assignment	17.2	10.7	17.1	12.1	10.7	14.0
D Each individual officer is responsible for his/her own development	31.1	26.7	28.2	30.6	28.6	28.9
E Other	3.3	5.1	4.5	3.8	4.1	4.2

REMARKS: There is no agreement on where the primary responsibility for professional development should be. A significant portion (29%) felt each individual officer is responsible for his/her own development. Similarly, the branch proponent (36%), MILPERCEN (17%) and the commander (14%) are seen as having primary professional development roles.

TABLE 64

ITEMS	% Agree					
	CG	FG	CA	CS	CSS	ALL
82. A factor in the evaluation of commanders should be the degree to which they adequately develop the officers serving under them.	95.4	96.4	96.1	95.8	95.7	95.8
83. In the event of rapid mobilization, I have been prepared to assume command and/or staff positions two levels above my current assignment	40.6	58.5	49.5	48.1	49.8	49.3
84. The highest priority of the Officer Professional Development System (OPDS) should be to prepare officers to assume command positions	65.9	43.2	58.4	54.3	49.7	54.8

REMARKS: The "agree" data above were developed by combining "strongly agree," "agree," and "slightly agree" responses. a) Officers strongly support (96%) the notion that commanders should be evaluated on the degree to which officers serving under them are adequately developed. b) Officers overall are not prepared to assume command/staff positions two levels above their current one in the event of rapid mobilization. Company grade officers feel less prepared (41%) than field grade (59%). c) Company grade officers agree (66%) that the highest priority of OPDS should be to develop officers to assume command positions; only 43% of field grade agree. Combat arms officers also tend to agree (58%) more than do CSS officers (50%).

TABLE 65

ITEM: 85. Increased resources should be applied to developing officers in your branch for.

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A TOE type assignments	30.2	23.0	32.3	25.7	18.5	26.7
B TDA type assignments	4.0	7.2	4.4	5.7	7.2	5.5
C Both TOE and TDA type assignments	43.4	47.0	39.4	47.9	52.2	45.2
D No change from current emphasis	11.5	14.7	13.8	11.0	13.7	13.1
E No opinion, don't know	10.8	8.1	10.0	9.7	8.5	9.5

REMARKS: Overall, the mode response of the officer corps is that increased resources should be applied to developing officers for both TOE and TDA type assignments. More company grade than field grade (30% vs. 23%) and more combat arms officers than combat service support officers (32% vs. 19%) feel that increased resources should be applied to TOE type assignments.

TABLE 66

ITEM: 86. Should officers be required to pass a military skills competency test prior to promotion to the next grade?

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A Definitely no	35.8	39.3	34.7	37.0	42.5	37.5
B Yes for all grade levels	27.0	19.1	25.0	24.4	19.1	23.1
C Yes, for 0-1 only	3.7	1.3	2.5	2.7	2.5	2.5
D Yes, for 0-1 and 0-2 only	10.0	7.2	8.5	8.4	9.2	8.7
E Yes, for 0-2 only	1.2	0.9	1.0	0.9	1.3	1.1
F Yes for 0-1, 0-2, and 0-3 only	12.2	18.0	15.5	14.6	14.6	15.0
G Yes, for 0-3 only	1.3	1.6	1.2	1.6	1.7	1.4
H Yes for 0-1, 0-2, 0-3 and 0-4 only	4.3	7.3	6.6	5.6	4.4	5.7
I Yes, for 0-4 only	0.9	0.8	0.7	1.0	0.8	0.8
J Yes, for some combination of grades other than above	3.7	4.5	4.4	3.6	4.0	4.1

REMARKS: While the response mode is that officers should not be required to pass a competency test prior to promotion to the next higher grade (38%), 62% indicate that some degree of competency testing is desirable. For example, 23% say yes for all grades; 34% indicate competency testing is desirable for some combination of company grade promotions.

TABLE 67

ITEM: 87. Current transition points for officer development now tend to be associated with schools (e.g. OBC, OAC, CAS3, CGSC, SSC). Are these the appropriate transition points?

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A. Yes	58.1	58.8	59.1	57.2	58.4	58.4
B. No	24.2	28.5	25.9	26.6	26.5	26.3
C. Do not know	17.7	8.2	14.9	16.2	15.2	15.3

REMARKS. a) A critical transition point is defined as a stage or event in the career of an officer which represents a substantial change in level of responsibility, scope of work, or level of understanding (frame of reference) required to perform effectively.

b) Fifty-eight percent overall indicate schools are appropriately associated with career transition points (15% selected "do not know").

TABLE 68

ITEM: 88. During the first 20 years of commissioned service, what is the maximum single block of time that an officer in your branch should be in assignments "away from troops" (i.e., assignments other than those having tactical or wartime mission significance)?

RESPONSE (%)	CG	FG	CA	CS	CSS	ALL
A. 1 year or less	6.6	1.9	4.8	4.2	3.5	4.3
B. 2 years	19.4	11.3	18.1	14.9	11.6	15.5
C. 3 years	28.2	37.8	34.1	31.1	32.3	32.9
D. 4 years	11.3	14.6	12.9	13.1	12.7	12.9
E. 5 years	12.3	12.2	12.8	12.3	11.6	12.3
F. 6 years	9.9	10.0	8.6	10.8	11.3	9.9
G. 7 years	2.0	2.2	2.1	2.1	2.0	2.1
H. 8 years	4.5	4.3	3.5	4.7	5.6	4.4
I. More than 8 years	5.7	5.7	3.0	6.7	9.3	5.7

REMARKS. Overall, the median response regardless of grade is that an officer should be "away from troops" no more than about "3 years." The combat service support officer median response is only slightly higher at "4 years."

TABLE 69

ITEMS	% Agree					
	CG	FG	CA	CS	CSS	ALL
89. Our officer development system does not go far enough today in preparing officers for war and combat.	81.1	75.2	77.6	79.9	78.0	78.2
90. Career development for individual officers is secondary to the need for the Army to defend the country and deter war.	68.2	71.4	70.8	70.0	67.8	69.8
91. The bold, original, creative officer cannot survive in today's Army.	48.5	48.4	49.5	46.9	47.8	48.4
92. The officer corps today is focused toward personal gain as opposed to selflessness.	69.1	66.2	68.8	66.4	66.8	67.7
93. The promotion system does not reward those officers who have the seasoning and potential to be the best wartime leaders.	66.2	62.5	68.4	63.5	58.7	64.3

REMARKS. The "agree" data above results from combining "strongly agree," "agree," and "slightly agree" responses. a) The climate in the Army for officer professional development needs work. As evidence, a significant number of officers perceive the following: 1) Seventy-eight percent feel there isn't enough emphasis on war/combat. 2) Forty-eight percent feel the bold, creative officer cannot survive in today's Army. 3) Sixty-eight percent feel the officer corps is focused toward personal gain rather than selflessness. 4) Sixty-four percent feel the promotion system does not reward those with the potential to be the best wartime leaders. b) On a positive note, most officers agree that the Army's needs come first. c) Responses are consistent, regardless of grade or component.

## Appendix 3 to ANNEX JJ

### PDOS CONTENT ANALYSIS OF SURVEY REMARKS

1. **PURPOSE:** To describe trends and emerging issues based on a content analysis of the written responses from returned 01-06 PDOS survey questionnaires.

2. **DISCUSSION.**

a. Data Base:

(1) Almost 23,000 surveys were mailed to commissioned officers (01-06) (see Figure JJ-3-1, Data Base, on the following page).

(2) 14,046 officers responded—49% were field grade officers and 51% were company grade officers.

(3) 3,689 of the questionnaires contained written remarks—47% were field grade officers and 53% were company grade officers.

(4) Written responses were content analyzed for their impact on the individual, the schoolhouse and the system.

b. Observations:

(1) In general, the comments fell into two areas:

(a) Officers who were genuinely concerned about the Army and pointed out problems within the system.

(b) Officer who felt that the professional development system had dealt with them unfairly.

(2) Because of the scope of the survey, many younger officers (01-02) have not attended many of the schools referenced in the survey and therefore could not offer substantive comments on a system they had not experienced.

c. Field Grade Officer Analysis.

(1) The Individual Officer:

(a) 210 (officers who responded) agree with the concept of mentoring.

(b) 150 cited that officers were more oriented on a career as opposed to selfless service.

(c) 198 stated that officers viewed certain school and certain assignments as "ticket punches".

(d) 67 felt officers accepted positions and projects that were short-term and/or high visibility for career enhancement.

(e) 141 recognized the need for a renewed emphasis to instill the Army ethic and code of values.

(f) 63 called for the elimination of the "zero defect" philosophy.

(g) 75 strongly expressed the feeling that the officer corps embodies the warrior spirit.

(2) The school house:

(a) 135 stated a desire to have tactical and warfighting skills enhanced.

(b) 73 were concerned with the low precommissioning standards of certain ROTC programs, in addition to low standards in the resident school system.

(c) 138 expressed a desire for more functional courses, in addition to the resident courses (OBC, OAC, CSC and SSC). These short-term functional courses would be on new equipment, tactics, doctrine, ect.

(3) The system:

(a) 140 officers cited their frustration with MILPERCEN directing their career.

(b) 119 cited a need to redefine success in terms other than command and believed that there should be two tracks for an officer's career—command and staff.

(c) 63 were concerned that the promotion system needed to be overhauled.

d. Company Grade Officer Analysis.

(1) The individual officer:

(a) 310 agree with the concept of mentoring.

(b) 342 cited that officers were more oriented on a career as opposed to selfless service.

(c) 263 stated that officers viewed certain schools and assignments as "ticket punches".

(d) 124 felt officers accepted positions and projects that were short-term, high visibility for career enhancement.

(e) 244 recognized a renewed emphasis to instill the Army ethic and a code of values.

(f) 65 called for the elimination of the "zero defect" philosophy.

(g) Finally, 191 strongly expressed the feeling that the officer embodies the war or spirit.

(2) The schoolhouse:

(a) 270 stated a desire to have tactical and warfighting skills enhanced at OBC (especially CS & CSS OBCs).

(b) 197 were concerned with the low precommissioning standards of certain ROTC programs, in addition to low academic standards of branch OBCs.

(c) 99 found self-development courses and/or resident course prerequisites, i.e., CAS3, to be difficult to complete due to job demands, especially company commanders and primary battalion staff officers in OCONUS assignments.

(3) The system:

(a) 293 officers cited the frustration with MILPERCEN directing their career.

(b) 91 cited a need to redefine success in terms other than command and believed that there should be two tracks--command and staff.

e. Key points to be stressed:

(1) Successes:

(a) Mentoring, as a leadership style is supported. Junior officers felt that they were being "mentored" by company commanders and battalion and brigade staff officers.

(b) CAS3 is a success in terms of content, teaching mode and usefulness. The challenges are the timeliness

of the course in an officer's career (i.e., many captains have had staff experience, without the benefit of CAS3, prior to their attending the course) and the high billpayer cost to the Army in terms of former battalion commanders teaching the course and time away from units by captains.

(c) Advanced civil schooling is considered beneficial to both the officer and subsequent duty performance.

(2) Challenges:

(a) Pre-commissioning standards vary considerably among colleges and universities.

(b) Basic educational skills (3Rs) are still a problem with some company grade officers.

(c) Warfighting skills need to be improved.

(d) Too many officers see their contemporaries and/or superiors as "careerists," interested in the short-term ("high viz") projects vice selfless service.

(e) Lieutenants are spending too much time in school or staff at the expense of unit/troop time.

(f) The Army ethic and value system needs to be emphasized in our schools and units.

(g) To many officers, balancing the concepts of "selfless service" with "the individual is his own best career manager" are frustrated by an assignment system that is perceived as uncaring and merely filling "spaces with faces." This is exacerbated when MILPERCEN requires an officer to take an "off-line, away from troops" assignment (sometimes more than once) and then tells him that because of his assignment pattern he is qualified but not competitive for promotion or assignment consideration.

Figure JJ-3-1: Data Base.

	SURVEYS RETURNED ABSOLUTE FREQUENCY	COMMENTS RETURNED (*)	COMMENTS % (**)
2LT	973	272	27.95%
1LT	1841	535	29.06%
CPT	4380	1288	29.04%
MAJ	3335	949	28.45%
LTC	2420	662	27.35%
COL	1010	271	26.83%
ZZZ (***)	87	—	—

NOTES

- \* Number of surveys returned with subjective comments
- \*\* Percent of surveys returned with subjective comments
- \*\*\* Surveys rejected with incomplete information

(h) The selection board for resident CGSOC is seen as both a quality "cut" and as an indicator of future resident schooling opportunities. Non-selection for resident CGSOC is seen as the end of professional development in in-resident schools and fosters the perception of an "A-team-resident schooling" and a "B team non-resident schooling".

(i) There is a concern that at the 10-year mark of an officer's career, two key events shape the officer's future. One is the promotion to major (approx. 80% selection rate) and two, selection for resident CSC level

schooling (approx. 50% of majors). On these two boards, an officer's destiny is shaped, yet for the 10 years prior little was done to weed out substandard officers.

(j) Two concerns are expressed about the promotion system: one, that promotion to first lieutenant and to captain is automatic with little attempt to weed out substandard officers; and two, due, in part, to this automatic promotion system, the fact that there are so few below-the-zone promotion slots, the below-the-zone promotion system does not (cannot) reward truly outstanding young officers.



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## **Appendix 4 to ANNEX JJ**

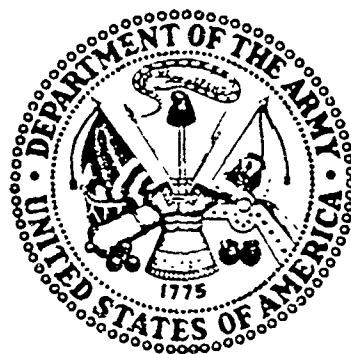
### **GENERAL OFFICER SURVEY**

1. **PURPOSE:** To present a copy of the General Officer Survey.

2. **DISCUSSION:** A copy of the General Officer Survey booklet is attached at Tab A.

TAB A - General Officer Survey

# **PROFESSIONAL DEVELOPMENT OF OFFICERS STUDY**



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## GLOSSARY OF TERMS

Army Ethic. Loyalty to the nation's ideals, loyalty to the unit, personal responsibility, and selfless service.

Army Values. Courage (physical and moral), candor, competence, and commitment.

Education. Knowledge that broadens one's abilities. Teaches how to think and decide; teaches reasoning and judgement; provides values and insights.

Functional Area. A career field (as opposed to a branch) defined by an interrelated grouping of tasks and skills usually requiring significant education, training and experience.

Leadership. A process in which a soldier applies his or her beliefs, values, ethics, character, knowledge and skills to influence others to accomplish the mission.

Management. Planning, organizing, controlling, coordinating and directing resources.

Mentor. A leader involved in developing (educating, socializing, and training) an individual. The mentor acts as though he/she were a coach, a parent, a teacher, etc.

Professional Development. The preparation of officers to effectively lead the Army and efficiently manage its resources. It is an interactive process involving the military school system, the unit, the individual and the personnel center in educating, training, socializing and assigning the officer corps.

Skill. Specialized qualifications or abilities required to perform the duties of a specific position; may require significant education, training, and experience.

Socialization. The process by which officers learn through interactions with leaders, peers, and subordinates the values, attitudes, and behaviors appropriate for the Army roles they assume.

Training. Skills for performing duties in specific work assignments. Teaches individuals how to do something.

Transition Point. A stage or event in the career of an officer which represents a substantial change in level of responsibility, scope of work, or level of understanding required to perform effectively.

Warrior Spirit. The attitude that one is first a soldier and must always be prepared physically and mentally to lead soldiers into battle. It is exemplified by officers demonstrating courage, confidence, and the offensive spirit while performing their duties.

## COURSE DESCRIPTIONS

### Officer Basic Course (OBC)

OBC is currently under review for possible revision in the near future. The branch schools have considerable variation in structure and content but most are approximately 20 weeks in length. Many of the schools are structured to include a common military core and branch common training within the 20 weeks with special functional courses designed to prepare lieutenants for specific types of units following the 20-week OBC. The primary purpose of all OBCs is to prepare lieutenants for their initial assignment as an officer. The POIs at each branch school provide a mix of training and education in leadership, ethics, tactics, training of soldiers, equipment maintenance, unit logistics and branch specific subjects designed to branch qualify the lieutenant.

### Officer Advanced Course (OAC)

The newly revised OAC is a 20-week PCS course with a 6-week core curriculum common to all of the branch schools. In addition to the 6-week military common core, each branch school will develop a common branch core to be completed by all officers attending the course. The combined common core curriculum will last approximately 14 weeks. The remaining 6 weeks of OAC will include modules designed to prepare captains for their follow-on assignments. The content of the 6-week military common core includes leadership, training and training management, force integration, military justice, military history, physical fitness, combined/arms and written and oral communications. The branch component of the common core will include content required by all captains in the branch.

### Combined Arms and Service Staff School (CAS 3)

CAS 3 is a 9-week TDY course designed to provide training for captains in generic staff skills required at brigade, division and installation level and serves as a transition to field grade responsibilities. The course emphasizes staff interaction, thinking skills, problem analysis, decision making, and defending decisions in an intense small group environment. Course content includes logistics, training management, budget, mobilization, deployment, and combat and staff operations. All instruction takes place in small (12-person) groups led by an experienced O5 who serves as the instructor, team leader, and mentor. The teams spend nine intensive weeks working on a series of interrelated, scenario-driven problems. Completion of a non-resident phase and an exam are prerequisites for entering the resident phase of CAS 3. When fully implemented, all captains will attend CAS 3 (approximately 4,500 each year). There are no plans for a non-resident version of this course.

### Command and General Staff Officer Course (CGSC)

CGSC is currently a 40-week course designed to prepare officers for field grade command positions and for duty as principal staff officers at brigade and higher echelons. During the first 3 weeks of the course, officers must pass a competency exam demonstrating proficiency in a number of subject areas which are prerequisites for material covered in CGSC. The first term of the course is devoted entirely to common core classes. The second and third terms both include 90 hours of core subjects and 120 hours of elective classes. Instruction concentrates on command and staff skills required to plan and conduct the Airland Battle at division level and above and on skills needed for high level TDA assignments. The non-resident course includes 17 sub-courses which must be completed within 36 months of initial enrollment.

### Advanced Military Studies Program (AMSP)

The Advanced Military Studies Program (AMSP) is a 48-week follow-on to Command and General Staff College (CGSC) designed to produce future division and corps principal staff officers and commanders. While CGSC teaches doctrine, AMSP teaches the ideas behind the doctrine, the way to get the most out of current/future fighting systems, the effects of battlefield conditions, the human dimension in warfare, leadership challenges, and operational planning. A 2-man team of experienced lieutenant colonels leads the 12-student group through the 48-week curriculum of military theory and historical case studies punctuated by battle/campaigning simulation, exercises, and field trips. Each student must research and author a masters thesis on an Army problem. There were 12 graduates in the 1983-84 Pilot Program. The size of the course is scheduled to increase to 96 students to optimize benefits to the Army and student costs. Students must volunteer, be screened for potential by MILPERCEN, and selected by Commandant, CGSC. There are no plans for a non-resident version of this course.

### Army War College (AWC)

The AWC is currently a 44-week course composed of a core course plus student electives. The primary purpose of AWC is to prepare officers for senior leadership positions in the Army and other Defense and Defense-related agencies. The course content focuses on national security affairs with emphasis on the development of military forces in land warfare. The non-resident course is composed of 12 subcourses completed over a 2-year period and includes two 2-week resident phases.

### INSTRUCTIONS

1. The purpose of this survey is to ask you the really tough questions that must be addressed in order to consider what direction the Officer Professional Development System (OPDS) should take to meet the needs of the future -- out to and including the year 2025.
2. Please do not place your name or social security number on this booklet.
3. Make all of your responses in this booklet by circling the appropriate response and clarifying your position in the space provided.
4. If issues are not addressed that you feel strongly should be addressed, please explain your position in the Remarks Section at the end of the booklet.
5. When you have completed the survey, please place it in the return envelope and mail.
6. Thank you for your effort. You will be provided a summary of the data collected.

## DEMOGRAPHICS

In this section, please circle the appropriate response to the following demographic items.

A. Current pay grade

- A. O-6(P)
- B. O-7
- C. O-8
- D. O-9
- E. O-10

B. Circle the letter which corresponds to your basic branch.

- |                          |                           |
|--------------------------|---------------------------|
| A. Adjutant General      | L. Infantry               |
| B. Air Defense Artillery | M. Judge Advocate General |
| C. Armor                 | N. Medical                |
| D. Army Nurse Corps      | O. Medical Service        |
| E. Aviation              | P. Military Intelligence  |
| F. Chaplain              | Q. Military Police        |
| G. Chemical              | R. Ordnance               |
| H. Dental                | S. Quartermaster          |
| I. Engineer              | T. Signal                 |
| J. Field Artillery       | U. Transportation         |
| K. Finance               | V. Veterinary             |

C. Select the letter below that corresponds to the command to which you are assigned.

- A. US Army Europe and Seventh Army (USAREUR)
- B. Eighth US Army or other US Army forces in Korea (EUSA)
- C. US Army Japan, including US Army forces in Okinawa (USARJ)
- D. US Army Western Command (WESTCOM)
- E. US Army Training and Doctrine Command (TRADOC)
- F. US Army Forces Command (FORSCOM), including US Army forces in Alaska, Panama, and Puerto Rico
- G. US Army Materiel Development and Readiness Command (DARCOM)
- H. US Army Military District of Washington (MDW)
- I. US Army Health Services Command (USAHSC)
- J. US Army Recruiting Command (USAREC)
- K. US Military Academy (USMA)
- L. HQDA Staff Elements or their field activities (MILPERCEN, TAGCEN, OCE, OSA, and OTJAG)
- M. Duty with Reserve and National Guard
- N. Joint or Combined Headquarters
- O. INSCOM
- P. US Criminal Investigation Command (USACIDC)
- Q. Other



D. Select the letter below that corresponds to the type of position to which you are assigned:

- A. Combat Army Troop Leader/Reserve Component and Mobilization
- B. Combat Developments/Combined Arms Doctrine
- C. Command, Control, Communications/Information Management
- D. Intelligence
- E. Joint/International/Security Assistance
- F. Logistics
- G. Operations Planning/Strategy
- H. Personnel/Manpower
- I. Research, Development, Acquisition
- J. Resource Management
- K. Training
- L. Other \_\_\_\_\_.

E. Indicate what your specialties (initial/additional) were:

SPECIALTY CODES

- |  |  |
|--|--|
| 11 Infantry  | 53 Automated Data Systems Management             |
| 12 Armor   | 54 Operations Plans Training/Force Development   |
| 13 Field Artillery   | 55 Legal   |
| 14 Air Defense Artillery                                   | 56 Chaplain                                      |
| 15 Aviation  | 60-62 Medical Corps                              |
| 18 Special Forces  | 63 Dental Corps                                  |
| 21 Engineer  | 64 Veterinary Corps                              |
| 22 Topographic Engineer                                    | 65 Army Medical Specialist Corps                 |
| 23 Facilities/Construction Management                      | 66 Army Nurse Corps                              |
| 25 Communication-Electronics                               | 67-68 Medical Service Corps                      |
| 27 Communication-Electronics Engineering                   | 71 Aviation Logistics                            |
| 31 Military Police   | 72 Communications-Electronic Materiel Management |
| 35 Military Intelligence                                   | 73 Missile Materiel Management                   |
| 36 Counterintelligence-Signal Security, Human Intelligence | 74 Chemical                                      |
| 37 Signal Intelligence, Electronic Warfare                 | 75 Munitions Materiel Management                 |
| 41 Personnel Programs Management                           | 81 Petroleum Management                          |
| 42 Administrative and Personnel Systems Management         | 82 Subsistence Management                        |
| 43 Community Activities Management                         | 91 Maintenance Management                        |
| 44 Finance   | 92 Materiel/Services Management                  |
| 45 Comptroller   | 95 Transportation                                |
| 46 Public Affairs  | 97 Procurement                                   |
| 48 Foreign Area Officer                                    |  |
| 49 Operations Research/Systems Analysis                    |  |
| 51 Research and Development                                |  |
| 52 Nuclear Weapons   |  |

F. Select the letter that corresponds to the highest level of civilian education you have completed.

- A. Doctoral degree
- B. Masters degree
- C. Bachelors degree

G. What is the source of your most recent graduate degree (masters or doctorate)?

- A. I do not have a graduate degree.
- B. Fully-funded (full-time; Army funds school costs)
- C. Degree Completion (full-time; officer funds school costs)
- D. Cooperative Degree Program (COOP - CGSC/AWC)
- E. Off duty - on own
- F. Prior to accession
- G. Other

H. Through which of the following did you receive your commission?

- A. OCS
- B. USMA
- C. ROTC
- D. Direct appointment
- E. Other

I. Please indicate the last school you have completed in the list below:

- A. SSC (resident)
- B. SSC (non-resident)
- C. Annual Conference for BG Designees
- D. Center for Creative Leadership Program
- E. CAPSTONE
- F. Individual Executive Development Program

J. How long ago did you complete this last school?

- A. 1 year or less
- B. About 2 years
- C. About 3 years
- D. About 4 years
- E. About 5 years
- F. About 7 years
- G. About 9 years
- H. About 11 years
- I. More than 11 years

K. Which of the following joint service schools have you attended?

- A. I have not attended any joint service schools
- B. National War College
- C. ICAF
- D. AFSC
- E. Other

## TAKING THE PULSE OF THE OFFICER CORPS

A number of authors have recently criticized the Officer Professional Development System in the Army. Using the response set provided below, for items 1 through 7, indicate the extent to which you agree or disagree with the statements below which are abstracted from the arguments made by these critics:

- A. Strongly agree
- B. Agree
- C. Slightly agree
- D. Slightly disagree
- E. Disagree
- F. Strongly disagree
- G. No opinion

- |   |               |
|---|---------------|
| 1. Army leaders at senior levels behave too much like corporate executives and not enough like warriors.                    | A B C D E F G |
| 2. Peacetime needs rather than wartime requirements are driving the development of officers today.                          | A B C D E F G |
| 3. Our officer development system does not go far enough today in preparing officers for war and combat.                    | A B C D E F G |
| 4. Career development for individual officers is secondary to the need for the Army to defend the country and deter war.    | A B C D E F G |
| 5. The bold, original, creative officer cannot survive in today's Army.   | A B C D E F G |
| 6. The officer corps today is focused toward personal gain as opposed to selflessness.                                      | A B C D E F G |
| 7. The promotion system does not reward those officers who have the seasoning and potential to be the best wartime leaders. | A B C D E F G |

PROFESSIONALISM AND READINESS

For items 8 through 10, use the following response set:

- A. Strongly agree
- B. Agree
- C. Slightly agree
- D. Slightly disagree
- E. Disagree
- F. Strongly disagree
- G. No opinion, don't know

8. The current professional development system develops officers who exemplify the warrior spirit (i.e. the attitude that one is first a soldier and must always be prepared physically and mentally to lead soldiers into battle). A B C D E F G

9. The current officer military education and training system enhances combat readiness in the Army. A B C D E F G

10. In the event of rapid mobilization, officers today have been adequately prepared to assume command and staff duties two positions above their current assignment levels. A B C D E F G

For items 11 through 14, use the following response set:

- A. Almost all (90% or above)
- B. About 75%
- C. About two-thirds
- D. About half
- E. About one-third
- F. About 25%
- G. Almost none (10% or less)

11. What percentage of the officers at your rank would make good wartime leaders? A B C D E F G

12. What percentage of company grade officers would make good wartime leaders? A B C D E F G

13. What percentage of field grade officers would make good wartime leaders? A B C D E F G

14. What percentage of the career of battalion and brigade commanders should have been spent "with troops" prior to assumption of command? A B C D E F G

## OFFICER PREPAREDNESS

Overall, to what extent do you think officers at each of the following levels are prepared (by the current training and education system) to perform their mission?

For items 15 through 23, use the following scale:

- A. Excellent preparation -- could assume higher level positions if need occurred.
- B. Good preparation -- able to effectively perform all required tasks at their level.
- C. Adequate preparation -- able to perform all tasks at their level in a minimally acceptable manner.
- D. Inadequately prepared -- currently unable to perform the required tasks at their level.

15. Lieutenants:	A B C D
16. Captains:	A B C D
17. Majors:	A B C D
18. Lieutenant Colonels:	A B C D
19. Colonels:	A B C D
20. Brigadier Generals	A B C D
21. Major Generals	A B C D
22. Lieutenant Generals	A B C D
23. Generals	A B C D

Remarks:

### WEAKEST AREA OF OFFICER PREPARATION

Items 24 through 32 ask you to identify the weakest area of preparation for each grade level. Select only one response per item. Use the following response set:

- A. No major weakness
- B. Technical skills
- C. Tactical skills
- D. Operational skills (e.g. integration of combined arms elements, management of battlefield resources, etc.)
- E. Concept integration/cognitive skills
- F. Leadership and human relations
- G. A lack of appropriate understanding of their role
- H. A lack of appropriate military values
- I. Basic education (3R's)
- J. Failure to be a soldier first (i.e. physically/mentally prepared for war and combat)
- K. Other (please specify) \_\_\_\_\_

- |                          |                       |
|--------------------------|-----------------------|
| 24. Lieutenants:         | A B C D E F G H I J K |
| 25. Captains:            | A B C D E F G H I J K |
| 26. Majors:              | A B C D E F G H I J K |
| 27. Lieutenant Colonels: | A B C D E F G H I J K |
| 28. Colonels:            | A B C D E F G H I J K |
| 29. Brigadier Generals   | A B C D E F G H I J K |
| 30. Major Generals       | A B C D E F G H I J K |
| 31. Lieutenant Generals  | A B C D E F G H I J K |
| 32. Generals             | A B C D E F G H I J K |

Remarks:

# PREPARATION FOR ASSIGNMENTS

Items 33 through 40 ask you to identify the three most important learning experiences which prepare an officer for each type assignment listed below. Use the following response set:

- A. Service School (resident)
- B. Service School (non-resident)
- C. Civilian Graduate Education
- D. Civilian Short Course
- E. Self Study
- F. Correspondence Course
- G. Unit Experience (OJT)
- H. Coached by Mentor
- I. Other

<u>Assignment</u>	<u>Most Important Lrng Experience</u>	<u>2d Most Important Lrng Experience</u>	<u>3d Most Important Lrng Experience</u>
33. Command	A B C D E F G H I	A B C D E F G H I	A B C D E F G H I
34. TOE Unit	A B C D E F G H I	A B C D E F G H I	A B C D E F G H I
35. High Level Staff	A B C D E F G H I	A B C D E F G H I	A B C D E F G H I
36. Combined/ Joint Stf	A B C D E F G H I	A B C D E F G H I	A B C D E F G H I
37. Svc School	A B C D E F G H I	A B C D E F G H I	A B C D E F G H I
38. Specialty Immaterial	A B C D E F G H I	A B C D E F G H I	A B C D E F G H I
39. High Tech	A B C D E F G H I	A B C D E F G H I	A B C D E F G H I
40. <u>Other</u>	A B C D E F G H I	A B C D E F G H I	A B C D E F G H I

Remarks:

# SCHOOL OBJECTIVES

For items 41 through 47, select the two most important objectives that should be accomplished by each school listed below. Do not be limited in your response by how schools may be today -- respond as to how you think they should be. Use the following response set:

- A. Develop basic military skills
- B. Develop basic branch skills
- C. Prepare for command
- D. Prepare for high level staff position
- E. Prepare for staff position (division or below)
- F. Prepare for both command and staff
- G. Operational level warfighting skills
- H. Cognitive skills/concept integration
- I. Inculcation of Army values
- J. Socialization
- K. Leadership and development of large/complex organizations
- L. Drop this school
- M. Other \_\_\_\_\_

	<u>Most Important Objective</u>	<u>2d Most Important</u>
41. Precommis- sioning (ROTC, USMA, OCS)	A B C D E F G H I J K L M	A B C D E F G H I J K L M
42. <u>OBC:</u>	A B C D E F G H I J K L M	A B C D E F G H I J K L M
43. <u>OAC:</u>	A B C D E F G H I J K L M	A B C D E F G H I J K L M
44. <u>CAS 3:</u>	A B C D E F G H I J K L M	A B C D E F G H I J K L M
45. <u>CGSC:</u>	A B C D E F G H I J K L M	A B C D E F G H I J K L M
46. <u>AMSP:</u>	A B C D E F G H I J K L M	A B C D E F G H I J K L M
47. <u>SSC:</u>	A B C D E F G H I J K L M	A B C D E F G H I J K L M

Remarks:



### SCHOOL TIMING

Items 48 through 53 ask you to indicate the extent to which a particular school occurs at the right time in an officer's career. For each of these items, use the following response set:

- A. More than two years too early
- B. A little too early
- C. About right
- D. A little too late
- E. More than two years too late
- F. Drop this school

- |            |             |
|------------|-------------|
| 48. OBC:   | A B C D E F |
| 49. OAC:   | A B C D E F |
| 50. CAS 3: | A B C D E F |
| 51. CGSC:  | A B C D E F |
| 52. AMSP:  | A B C D E F |
| 53. SSC:   | A B C D E F |

Remarks:

OTHER SCHOOL ISSUES

54. The best action to be taken with respect to OAC, CAS 3, and CGSC is:

- A. Keep all three
- B. Delete OAC
- C. Delete CAS 3
- D. Delete CGSC
- E. Merge OAC and CAS 3
- F. Merge CAS 3 and CGSC
- G. Other (specify) \_\_\_\_\_
- H. Don't know

For items 55 through 57, use the following response set:

- A. Strongly agree
- B. Agree
- C. Agree slightly
- D. Disagree slightly
- E. Disagree
- F. Strongly disagree
- G. No opinion, don't know

55. All Army officers should receive joint/combined operation training. A B C D E F G

56. CGSC (either resident or non-resident) should be a prerequisite for attendance at AFSC. A B C D E F G

57. AFSC should continue to be considered a CGSC equivalent school. A B C D E F G

58. The number of officers attending CGSC (Resident) each year should be:

- A. Expanded to accommodate all eligible officers
- B. Remain the same as now
- C. Reduced
- D. No opinion, don't know

59. Who should attend CGSC (Resident)?

- A. All eligible officers
- B. Only those officers with potential for command
- C. Those officers with potential for high level staff assignments
- D. Both B and C
- E. Other \_\_\_\_\_
- F. No opinion, don't know

### OTHER DEVELOPMENTAL ISSUES

60. In your opinion, what is the maximum single block of time that an officer in your field should be in assignments "away from troops" (i.e. assignments other than those having tactical or wartime mission significance)?

- A. 1 year or less
- B. 2 years
- C. 3 years
- D. 4 years
- E. 5 years
- F. 6 years
- G. 7 years
- H. 8 years
- I. More than 8 years: \_\_\_\_\_

61. Should officers be required to pass a military skills competency test prior to promotion to the next grade?

- A. Definitely not
- B. Yes, for all grade levels
- C. Yes, for O-1 only
- D. Yes, for O-1 and O-2 only
- E. Yes, for O-2 only
- F. Yes, for O-1, O-2 and O-3 only
- G. Yes, for O-3 only
- H. Yes, for O-1, O-2, O-3 and O-4 only
- I. Yes, for O-4 only
- J. Yes, for some combination of grades other than above. \_\_\_\_\_

62. Who should have the primary responsibility for professional development of officers?

- A. MILPERCEN
- B. The branch proponent (i.e. branch service school)
- C. The commanding officer/supervisor in each duty assignment
- D. Individual officers are responsible for their own development.

For items 63 through 67, use the following response set:

- A. Strongly agree
- B. Agree
- C. Agree slightly
- D. Disagree slightly
- E. Disagree
- F. Strongly disagree
- G. No opinion, don't know

63. Most officers are promoted before they become competent at their existing grade level.

A B C D E F G

- A. Strongly agree
- B. Agree
- C. Agree slightly
- D. Disagree slightly
- E. Disagree
- F. Strongly disagree
- G. No opinion, don't know

64. The promotion potential of officers assigned as instructors to TRADOC schools should meet at least the Army average. A B C D E F G

65. A major factor in the evaluation of commanders should be the extent to which they develop the officers serving under them (mentoring). A B C D E F G

66. More emphasis should be placed on the development of officers while they are in units. A B C D E F G

67. The method of instructing small groups of students by having a faculty member serve as team leader/coach/mentor should be expanded to all Army officer schools. A B C D E F G

68. Increased resources should be applied to developing officers for:

- A. TOE type assignments
- B. TDA type assignments
- C. Both TOE and TDA type assignments
- D. There should be no change from current emphasis
- E. No opinion, don't know

Remarks:

### DEVELOPMENT FOR GENERAL OFFICER ASSIGNMENTS

Items 69 through 78 ask you to identify to what extent each of the listed learning experiences helped prepare you to perform the duties of your current assignment. Use the following response set:

- A. Extremely helpful
- B. Somewhat helpful
- C. Little or no help
- D. Not applicable

69. Service School (resident)	A B C D
70. Service School (non-resident)	A B C D
71. Advanced Civilian Schooling	A B C D
72. Correspondence Course	A B C D
73. Civilian Short Course	A B C D
74. Self Study	A B C D
75. Unit Experience (OJT)	A B C D
76. Prior assignments other than units	A B C D
77. Coaching by mentor	A B C D
78. Other _____	

Items 79 through 88 ask you to identify to what extent each of the listed learning experiences helped lay the foundation for your growth throughout your career and/or enables you to make future contributions to the Army. Use the same scale as for items 69-78.

79. Service School (resident)	A B C D
80. Service School (non-resident)	A B C D
81. Advanced Civilian Schooling	A B C D
82. Correspondence Course	A B C D
83. Civilian Short Course	A B C D
84. Self Study	A B C D
85. Unit Experience (OJT)	A B C D
86. Prior assignments other than units	A B C D
87. Coaching by mentor	A B C D
88. Other _____	

89. Select the skills and abilities which are most important to you in your current position:

- A. Communication skills (written and oral)
- B. Time management skills
- C. Resource management (other than time) skills
- D. Setting priorities/goals and planning abilities
- E. Technical/tactical skills
- F. Development of organizations
- G. Concept integration/cognitive abilities
- H. Leadership and human relations skills
- I. Ability to specifically develop strategy
- J. Other \_\_\_\_\_

90. How far forward do the longest programs/projects over which you have control in your current assignment extend (i.e. How far forward do these programs/projects have an impact/payoff/results)?

- A. 1 week or less
- B. Between 1 week and 1 month
- C. Between 1 and 3 months
- D. Between 3 and 6 months
- E. Between 6 and 12 months
- F. Between 1 and 2 years
- G. Between 2 and 5 years
- H. Between 5 and 10 years
- I. Between 10 and 15 years
- J. More than 15 years

91. Do you agree that the Army or DOD should provide specific developmental opportunities at the general officer level?

- A. Strongly agree
- B. Agree
- C. Slightly agree
- D. Slightly disagree
- E. Disagree
- F. Strongly disagree
- G. No opinion, don't know

Remarks:

## ISSUES FOR THE FUTURE

Items 92 through 107 ask you to identify, for each grade level, the extent to which the skills listed below will change in importance on the future battlefield. Use the following response set:

- A. Increase dramatically
- B. Increase
- C. Remain about the same
- D. Decrease
- E. Decrease dramatically

### A. Company Grade:

- |   |           |
|---|-----------|
| 92. Technical skills:                     | A B C D E |
| 93. Tactical skills:                      | A B C D E |
| 94. Operational-level warfighting skills: | A B C D E |
| 95. Leadership skills:                    | A B C D E |
| 96. Cognitive skills/abilities:           | A B C D E |

### B. Field Grade:

- |   |           |
|---|-----------|
| 97. Technical skills:                     | A B C D E |
| 98. Tactical skills:                      | A B C D E |
| 99. Operational-level warfighting skills: | A B C D E |
| 100. Leadership skills:                   | A B C D E |
| 101. Cognitive skills/abilities:          | A B C D E |

### C. General Officers:

- |  |           |
|--|-----------|
| 102. Technical skills:                     | A B C D E |
| 103. Tactical skills:                      | A B C D E |
| 104. Operational-level warfighting skills: | A B C D E |
| 105. Leadership skills:                    | A B C D E |
| 106. Cognitive skills/abilities:           | A B C D E |
| 107. Strategic abilities:                  | A B C D E |

108. Do you think our country will need to institute some form of a draft to meet the needs for quality officers in the Armed Forces during the next 20-40 years?

- A. I believe strongly that we will.
- B. I believe we will.
- C. I do not know or cannot decide.
- D. I believe we will not.
- E. I believe strongly that we will not.

109. The Army officer training system is preparing officers in my field to keep pace with the fielding of high-tech systems.

- A. Strongly agree
- B. Agree
- C. Slightly agree
- D. Slightly disagree
- E. Disagree
- F. Strongly disagree
- G. No opinion, don't know

110. Making the necessary changes in the Army school system to meet the needs of the future can best be accomplished through:

- A. "Fine-tuning" of the existing parts (e.g. schools such as OBC, OAC, etc) of the current system.
- B. Making major changes within the current system, but not deleting/adding new schools/courses.
- C. A major overhaul of the entire system to include the possibility of deleting existing courses and/or adding new courses.
- D. Scrap the existing system and restructure the entire doctrine development and education and training systems.
- E. No opinion



Note: A critical transition point is defined as a stage or event in the career of an officer which represents a substantial change in level of responsibility, scope of work, or level of understanding (frame of reference) required to perform effectively.

111. Current transition points for officer development now tend to be associated with schools, e.g. OBC, OAC, CAS 3, CGSC, AWC. Are these the appropriate transition points for the future?

- A. yes
- B. no (specify in item 137)

112. The policy for below the zone selections for promotion should be:

- A. Remain the same as now
- B. Expanded to include selection of all those fully qualified for selection below the zone
- C. Abolish below the zone selections
- D. Don't know

For items 113 through 115 use the following response set:

- A. Strongly agree
- B. Agree
- C. Slightly agree
- D. Slightly disagree
- E. Disagree
- F. Strongly disagree

113. The policy of early selection of a very few officers for promotion below the zone encourages officers to focus on short-term, high visibility goals.

A B C D E F

114. Most officers are promoted before they become competent at their existing grade level.

A B C D E F

115. A computer based education network should be developed to provide officers with quality education and training in the unit setting.

A B C D E F

## GENERAL OFFICER GUIDANCE

The items in this section solicit your guidance on a number of critical issues. Each item will present you with two position statements and a numbered continuum under the statements. Circle the number on the scale that best represents the strength of your support for one of the positions over the other position. Circle only one number as shown in the sample item below.

### EXAMPLE

A. Your position:

Position 1 (Some Statement)	Position 2 (Some Statement)
1	2
3	4
5	6
7	
Strongly Support Position 1 over 2	Equally Support Position 1 and 2
(The example above indicates a response slightly in favor of Position 1 over Position 2)	
After circling your response on the continuum indicate the importance of the issue (regardless of position) to the development of officers in the future. Make your response by circling a number on the importance scale provided in each item.	
<u>EXAMPLE</u>	
B. <u>Issue importance:</u>	
1	2
3	4
5	6
7	
Not Important	Neutral
Very Important	

(This example indicates that the issue - regardless of position - was considered very important to the development of officers - now and in the future).

116. Army Requirements vs. Individual Needs

A. Your position:

<u>Position 1</u>	<u>Position 2</u>
The Officer Professional Development System (OPDS) should be structured and implemented based on <u>total Army requirements</u> .	The OPDS should be structured and implemented based on <u>individual</u> development needs.
<div style="display: flex; justify-content: space-between; margin: 0;"><span>1</span><span>2</span><span>3</span><span>4</span><span>5</span><span>6</span><span>7</span></div> <div style="display: flex; justify-content: space-between; margin: 0;"><div style="width: 33%; border: 1px solid black; padding: 5px; text-align: center;">Strongly Support Position 1 over 2</div><div style="width: 33%; border: 1px solid black; padding: 5px; text-align: center;">Equally Support Position 1 and 2</div><div style="width: 33%; border: 1px solid black; padding: 5px; text-align: center;">Strongly Support Position 2 over 1</div></div>	
<p>B. <u>Issue importance:</u></p> <div style="display: flex; justify-content: space-between; margin: 0;"><span>1</span><span>2</span><span>3</span><span>4</span><span>5</span><span>6</span><span>7</span></div> <div style="display: flex; justify-content: space-between; margin: 0;"><div style="width: 33%; border: 1px solid black; padding: 5px; text-align: center;">Not Important</div><div style="width: 33%; border: 1px solid black; padding: 5px; text-align: center;">Neutral</div><div style="width: 33%; border: 1px solid black; padding: 5px; text-align: center;">Very Important</div></div>	

C. What is the underlying logic for your position?

117. Equality of Army Assignments

A. Your position:

<u>Position 1</u>	<u>Position 2</u>	
All assignments are of <u>equal</u> importance to the Army.	Some assignments are <u>more</u> important to the Army than others.	
1      2      3      4      5      6      7 +-----+-----+		
<div style="border: 1px solid black; padding: 5px; display: inline-block;">Strongly Support Position 1 over 2</div>	<div style="border: 1px solid black; padding: 5px; display: inline-block;">Equally Support Position 1 and 2</div>	<div style="border: 1px solid black; padding: 5px; display: inline-block;">Strongly Support Position 2 over 1</div>
B. <u>Issue importance:</u>		
1      2      3      4      5      6      7 +-----+-----+		
<div style="border: 1px solid black; padding: 5px; display: inline-block;">Not Important</div>	<div style="border: 1px solid black; padding: 5px; display: inline-block;">Neutral</div>	<div style="border: 1px solid black; padding: 5px; display: inline-block;">Very Important</div>

C. What is the underlying logic for your position?

## 118. Field Army and Support Base Requirements

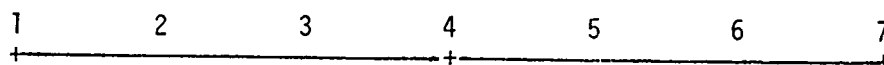
### A. Your position:

#### Position 1

OPDS should focus equally on field Army (TOE) and support base requirements (TDA) in developing officers.

#### Position 2

OPDS should focus on the development of officers to meet field Army (TOE) requirements.

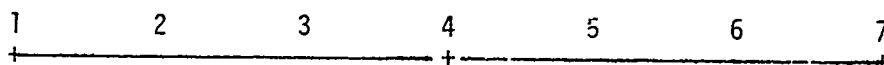


Strongly Support  
Position 1 over 2

Equally Support  
Position 1 and 2

Strongly Support  
Position 2 over 1

### B. Issue importance:



Not Important

Neutral

Very Important

### C. What is the underlying logic for your position?

119. Depth vs. Breadth in Development

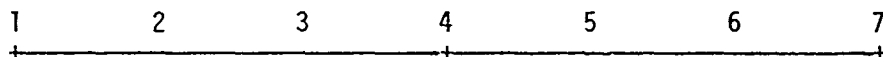
A. Your position:

Position 1

OPDS should insure that ALL officers are developed in-depth in the Art and Science of Warfare as well as being experts in a functional area.

Position 2

OPDS should insure that SOME officers are developed in-depth in the Art and Science of Warfare; other officers will be developed as experts in functional areas.

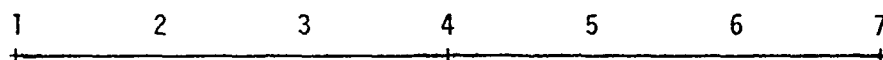


Strongly Support  
Position 1 over 2

Equally Support  
Position 1 and 2

Strongly Support  
Position 2 over 1

B. Issue importance:



Not Important

Neutral

Very Important

C. What is the underlying logic for your position?

120. Responsibility for Training

A. Your position:

Position 1

Training of the individual officer should be primarily the responsibility of educational institutions.

Position 2

Training of the individual officer should be primarily the responsibility of the mentor and individual officer in the unit/organization.

1 2 3 4 5 6 7  
+-----+-----+

Strongly Support  
Position 1 over 2

Equally Support  
Position 1 and 2

Strongly Support  
Position 2 over 1

B. Issue importance:

1 2 3 4 5 6 7  
+-----+-----+

Not Important

Neutral

Very Important

C. What is the underlying logic for your position?

## 121. Responsibility for Education

A. Your position:

Position 1

Education should be primarily the responsibility of educational (military/civilian) institutions.

Position 2

Education should be primarily the responsibility of the mentor and individual officer in the unit/organization.

1      2      3      4      5      6      7  
+-----+-----+

Strongly Support  
Position 1 over 2

Equally Support  
Position 1 and 2

Strongly Support  
Position 2 over 1

B. Issue importance:

1      2      3      4      5      6      7  
+-----+-----+

Not Important

Neutral

Very Important

C. What is the underlying logic for your position?



## 122. Responsibility for Socialization

Socialization is the process by which officers learn through interactions with leaders, peers, and subordinates the values, attitudes and behaviors appropriate for the Army roles they assume.

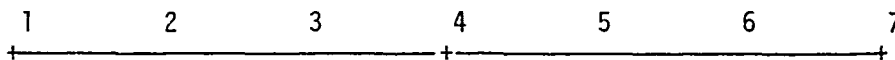
### A. Your position:

#### Position 1

Socialization should be primarily the responsibility of educational institutions.

#### Position 2

Socialization should be primarily the responsibility of the mentor and individual officer in the unit/organization.

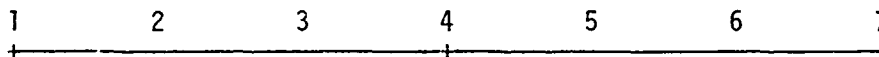


Strongly Support  
Position 1 over 2

Equally Support  
Position 1 and 2

Strongly Support  
Position 2 over 1

### B. Issue importance:



Not Important

Neutral

Very Important

### C. What is the underlying logic for your position?

123. Officer Role as Mentor

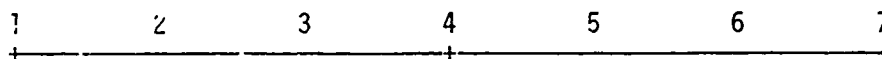
A. Your position:

Position 1

The officer as leader is equally responsible for both developing subordinates and for mission accomplishment.

Position 2

The officer's primary responsibility is mission accomplishment.

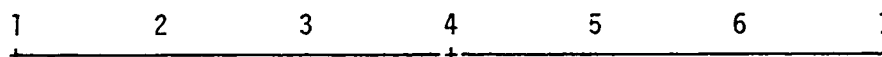


Strongly Support  
Position 1 over 2

Equally Support  
Position 1 and 2

Strongly Support  
Position 2 over 1

B. Issue importance:



Not Important

Neutral

Very Important

C. What is the underlying logic for your position?

124. Distribution of Officers

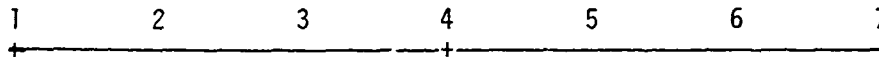
A. Your position:

Position 1

OPDS should be based on the premise that all units/organizations receive an equal proportion of officers fully qualified for promotion to the next grade without compromising the requirement to assign officers qualified to perform the job.

Position 2

OPDS should be based on the premise that certain units/organizations should receive a higher proportion of officers fully qualified for promotion to the next grade.

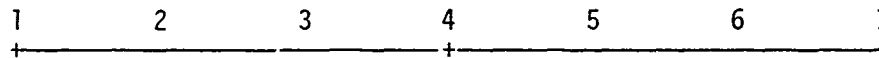


Strongly Support  
Position 1 over 2

Equally Support  
Position 1 and 2

Strongly Support  
Position 2 over 1

B. Issue importance:



Not Important

Neutral

Very Important

C. What is the underlying logic for your position?

## 125. Entry Standards vs. Remedial Education

### A. Your position:

<u>Position 1</u>	<u>Position 2</u>	
Entry standards for officers <u>should</u> include proficiency in basic <u>skills</u> (mathematics, reading, writing, and oral communications).	Remedial education programs for new officers deficient in basic skills <u>should</u> be developed.	
<div>1      2      3      4      5      6      7</div> <div>+</div>		
Strongly Support Position 1 over 2	Equally Support Position 1 and 2	Strongly Support Position 2 over 1

### B. Issue importance:

<div>1      2      3      4      5      6      7</div> <div>+</div>		
Not Important	Neutral	Very Important

### C. What is the underlying logic for your position?

126. Development: All vs. Some

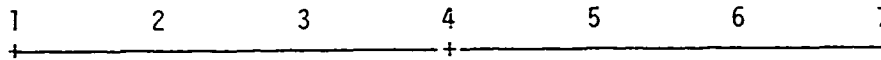
A. Your position:

Position 1

OPDS should provide the opportunity for continued professional development for all officers throughout their service.

Position 2

Within OPDS, the opportunity for continued professional development should be weighted in favor of those with the greatest promotion potential.

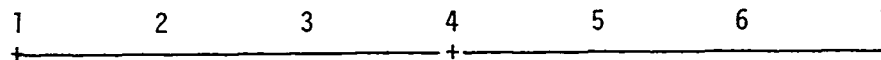


Strongly Support  
Position 1 over 2

Equally Support  
Position 1 and 2

Strongly Support  
Position 2 over 1

B. Issue importance:



Not Important

Neutral

Very Important

C. What is the underlying logic for your position?

127. Requirements by Level

A. Your position: \_\_\_\_\_

Position 1

The type of development requirements vary at each level of officer responsibility.

Position 2

The type of development requirements are constant across levels of officer responsibility.

1            2            3            4            5            6            7  
+-----+-----+

Strongly Support  
Position 1 over 2

Equally Support  
Position 1 and 2

Strongly Support  
Position 2 over 1

B. Issue importance:

1            2            3            4            5            6            7  
+-----+-----+

Not Important

Neutral

Very Important

C. What is the underlying logic for your position?

128. Management of OPDS

A. Your position:

<u>Position 1</u>	<u>Position 2</u>	
The final authority for officer training and education decisions impacting on the <u>entire Army</u> (e.g. increases to THS account) should reside at HQDA.	The final authority for officer training and education decisions impacting on the <u>entire Army</u> should reside at TRADOC.	
<div style="display: flex; justify-content: space-between; width: 100%;"><span>1</span><span>2</span><span>3</span><span>4</span><span>5</span><span>6</span><span>7</span></div> <div style="display: flex; justify-content: space-between; width: 100%;"><span>+</span><span></span><span></span><span></span><span></span><span></span><span>+</span></div>		
<div style="border: 1px solid black; padding: 5px; width: 60%; margin: 0 auto;">Strongly Support Position 1 over 2</div>	<div style="border: 1px solid black; padding: 5px; width: 60%; margin: 0 auto;">Equally Support Position 1 and 2</div>	<div style="border: 1px solid black; padding: 5px; width: 60%; margin: 0 auto;">Strongly Support Position 2 over 1</div>
B. <u>Issue importance:</u>		
<div style="display: flex; justify-content: space-between; width: 100%;"><span>1</span><span>2</span><span>3</span><span>4</span><span>5</span><span>6</span><span>7</span></div> <div style="display: flex; justify-content: space-between; width: 100%;"><span>+</span><span></span><span></span><span></span><span></span><span></span><span>+</span></div>		
<div style="border: 1px solid black; padding: 5px; width: 60%; margin: 0 auto;">Not Important</div>	<div style="border: 1px solid black; padding: 5px; width: 60%; margin: 0 auto;">Neutral</div>	<div style="border: 1px solid black; padding: 5px; width: 60%; margin: 0 auto;">Very Important</div>

C. What is the underlying logic for your position?

129. Command Priority

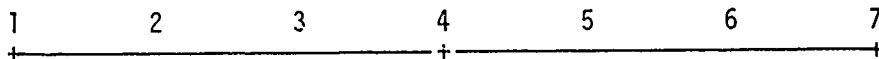
A. Your position:

Position 1

The highest priority of OPDS should be to develop officers prepared to assume command positions.

Position 2

The OPDS should give equal priority to the development of officers for all positions.

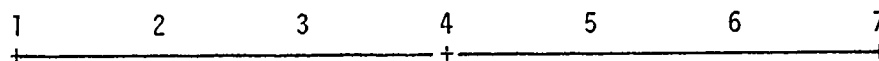


Strongly Support  
Position 1 over 2

Equally Support  
Position 1 and 2

Strongly Support  
Position 2 over 1

B. Issue importance:



Not Important

Neutral

Very Important

C. What is the underlying logic for your position?



### 130. Role of Army Instructor

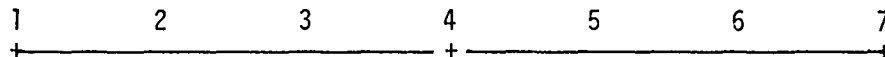
#### A. Your position:

##### Position 1

The Army school instructor is equally responsible for being a mentor towards students as well as disseminating information.

##### Position 2

The Army school instructor is primarily responsible for disseminating information.

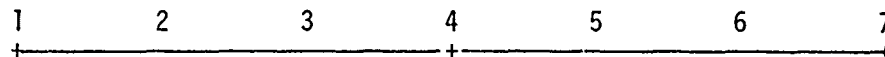


Strongly Support  
Position 1 over 2

Equally Support  
Position 1 and 2

Strongly Support  
Position 2 over 1

#### B. Issue importance:



Not Important

Neutral

Very Important

#### C. What is the underlying logic for your position?

131. Rewarding Organizational vs. Personal Success

A. Your position: \_\_\_\_\_

Position 1

The Army should reward behavior that stresses organizational success.

Position 2

The Army should reward behavior that stresses personal success.

1            2            3            4            5            6            7  
+-----+-----+-----+-----+-----+-----+

Strongly Support  
Position 1 over 2

Equally Support  
Position 1 and 2

Strongly Support  
Position 2 over 1

B. Issue importance:

1            2            3            4            5            6            7  
+-----+-----+-----+-----+-----+-----+

Not Important

Neutral

Very Important

C. What is the underlying logic for your position?

132. Development: Short-term vs. Long-term

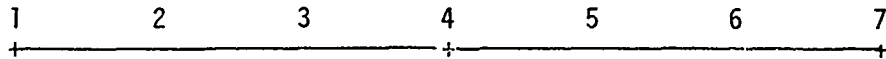
A. Your position:

Position 1

OPDS should focus on long-term  
development of officers.

Position 2

OPDS should focus on the  
short-term development of  
officers to meet the demands  
of follow-on assignments.

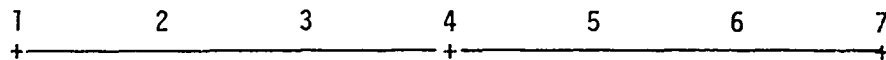


Strongly Support  
Position 1 over 2

Equally Support  
Position 1 and 2

Strongly Support  
Position 2 over 1

B. Issue importance:



Not Important

Neutral

Very Important

C. What is the underlying logic for your position?

### 133. Change Management

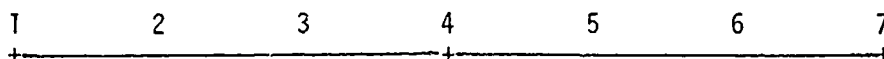
A. Your position: \_\_\_\_\_

#### Position 1

Monitoring of the OPDS and identification of changes required should be accomplished by occasionally convening study groups such as RETO and PDOS.

#### Position 2

The OPDS should include a self-correcting mechanism for regular, periodic collection and analysis of data to identify required changes in the system.

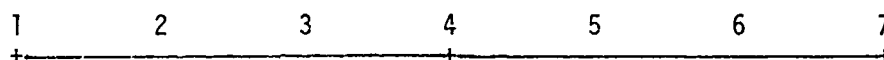


Strongly Support  
Position 1 over 2

Equally Support  
Position 1 and 2

Strongly Support  
Position 2 over 1

B. Issue importance:



Not Important

Neutral

Very Important

C. What is the underlying logic for your position?

### GENERAL OFFICER COMMENTS

For items 134 through 139, continue on the reverse side of the page if you need more space for your response.

134. What voids exist in the education and/or training systems for commissioned officers? How should they be handled?

135. If the criticisms of the officer corps as stated in Items 1 through 7 (Taking the Pulse of the Officer Corps) are valid, what steps do you recommend be taken?

136. Please indicate the type of developmental needs that exist at your grade level. Suggest how these needs could best be met.

137. A critical transition point was defined in item 98 as a stage or event in the career of an officer which represents a substantial change in level of responsibility, scope of work, or level of understanding (frame of reference) required to perform effectively. Think back over your career. Briefly describe the most important critical transition points that have occurred in your career, and indicate whether or not you felt a need for additional schooling/training at that time.

138. List those things that are going well in the current OPDS that should be continued without change in the future (i.e., what is the "good news"?)

139. What are the really hard questions we should have asked but didn't, and what are your positions on them?

Author: MAJ Meriwether  
Team Chief: COL Dunn

## **Appendix 5 to ANNEX JJ**

### **STATISTICAL TABLES (GENERAL OFFICER)**

1. **PURPOSE:** To present the results of the General Officer Survey. General Officer Survey with comments where appropriate are presented in Tables 1 through 102 of the attached Tab A.
2. **DISCUSSION:** The statistical results of the TAB A — Statistical Tables (General Officer)



# Tab A to Appendix 5

## STATISTICAL TABLES (GENERAL OFFICER)

TABLE 1

ITEM: A. Current Grade

RESPONSE	GRADE	NUMBER	PERCENT
	COL(P)	5	1.5
	BG	150	46.0
	MG	129	39.6
	LTG	35	10.7
	GEN	7	2.1
		326	

REMARKS. A PDOS survey questionnaire was mailed to every serving general officer during the first week of August 1984. As of 1 Nov 84, 333 questionnaires had been returned (76% return rate). Of these, seven were returned without demographic data.

TABLE 2

ITEM: B. Circle the letter which corresponds to your basic branch.

RESPONSE	BG		MG		LTG		GEN		ALL	
	#	%	#	%	#	%	#	%	#	%
A. Adjutant General	4	2.7	3	2.3	0	0.0	0	0.0	7	2.1
B. Air Defense Artillery	8	5.3	4	3.1	0	0.0	0	0.0	12	3.7
C. Armor	20	13.3	21	16.3	7	20.0	2	28.6	51	15.6
D. Aviation	3	2.0	4	3.1	0	0.0	0	0.0	7	2.1
E. Chaplain	1	0.7	1	0.8	0	0.0	0	0.0	2	0.6
F. Chemical	2	1.3	2	1.6	0	0.0	0	0.0	4	1.2
G. Dental	0	0.0	1	0.8	0	0.0	0	0.0	1	0.3
H. Engineer	13	8.7	7	5.4	5	14.3	0	0.0	26	8.0
I. Field Artillery	25	16.7	14	10.9	2	5.7	0	0.0	41	12.6
J. Finance	2	1.3	1	0.8	0	0.0	0	0.0	3	0.9
K. Infantry	28	18.7	42	32.6	16	45.7	5	71.4	91	27.9
L. Judge Advocate General	2	1.3	1	0.8	0	0.0	0	0.0	3	0.9
M. Medical	4	2.7	5	3.9	0	0.0	0	0.0	9	2.8
N. Medical Service	1	0.7	0	0.0	0	0.0	0	0.0	1	0.3
O. Military Intelligence	6	4.0	3	2.3	1	2.9	0	0.0	10	3.1
P. Military Police	2	1.3	1	0.8	0	0.0	0	0.0	4	1.2
Q. Ordnance	9	6.0	4	3.1	1	2.9	0	0.0	14	4.3
R. Quartermaster	6	4.0	5	3.9	0	0.0	0	0.0	12	3.7
S. Signal	8	5.3	2	1.6	1	2.9	0	0.0	12	3.7
T. Transportation	5	3.3	8	6.2	2	5.7	0	0.0	15	4.6
U. Veterinary	1	0.7	0	0.0	0	0.0	0	0.0	1	0.3

REMARKS. Seventy percent of the sample is from combat arms, 9% combat support, 16% combat service support, and 5% from "special branches" (e.g. MS, CH, JAG, etc.).

TABLE 3

ITEM: C. Select the letter below that corresponds to the command to which you are assigned

RESPONSE	BG		MG		LTG		GEN		ALL	
	#	%	#	%	#	%	#	%	#	%
USAREUR	16	10.7	9	7.0	4	11.4	1	14.3	30	9.2
EUSA	3	2.0	4	3.1	1	2.9	1	14.3	9	2.8
USARJ	1	0.7	0	0.0	1	2.9	0	0.0	2	0.6
WESTCOM	1	0.7	0	0.0	1	2.9	0	0.0	2	0.6
TRADOC	16	10.7	21	16.4	1	2.9	1	14.3	40	12.3
FORSCOM	20	13.3	25	19.5	7	20.0	0	0.0	53	16.3
AMC	14	9.3	12	9.4	1	2.9	0	0.0	27	8.3
MDW	2	1.3	2	1.6	0	0.0	0	0.0	4	1.2
USAHSC	4	2.7	3	2.3	0	0.0	0	0.0	7	2.2
USAREC	1	0.7	1	0.8	0	0.0	0	0.0	2	0.6
USMA	2	1.3	0	0.0	0	0.0	0	0.0	2	0.6
HQDA (& FOAs)	30	20.0	26	20.3	9	25.7	0	0.0	66	20.3
RC	2	1.3	0	0.0	0	0.0	0	0.0	0	0.0
Joint/Combined	19	12.7	16	12.5	7	20.0	3	42.9	45	13.8
INSCOM	3	2.0	0	0.0	0	0.0	0	0.0	3	0.9
USACIDC	0	0.0	1	0.8	0	0.0	0	0.0	1	0.3
OTHR	16	10.7	8	6.3	3	8.6	1	14.3	30	9.2

REMARKS The sample is representative of the general officer population.

TABLE 4

ITEM: D. Select the letter below that corresponds to the type of position to which you are assigned:

RESPONSE	BG		MG		LTG		GEN		ALL	
	#	%	#	%	#	%	#	%	#	%
A. Combat Army Troop Leader/ Reserve Component and Mobilization	29	19.6	31	23.8	13	37.1	1	14.3	75	23.1
B. Combat Developments/ Combined Arms Doctrine	5	3.4	5	3.8	0	0.0	1	14.3	11	3.4
C. Command, Control, Communications/ Information Management	14	9.5	7	5.4	1	2.9	0	0.0	22	6.8
D. Intelligence	7	4.7	3	2.3	2	5.7	0	0.0	12	3.7
E. Joint/International/Security Assistance	8	5.4	7	5.4	1	11.4	2	28.6	21	6.5
F. Logistics	15	10.1	9	6.9	2	5.7	0	0.0	27	8.3
G. Operations Planning/Strategy	9	6.1	8	6.2	1	2.9	0	0.0	18	5.5
H. Personnel/Manpower	3	2.0	9	6.9	1	2.9	0	0.0	13	4.0
I. Research, Development, Acquisition	15	10.1	10	7.7	3	8.6	0	0.0	28	8.6
J. Resource Management	4	2.7	3	2.3	1	2.9	1	14.3	11	3.4
K. Training	7	4.7	10	7.7	2	5.7	0	0.0	20	6.2
L. Other	32	21.6	28	21.5	5	14.3	2	28.6	67	20.6

REMARKS Categories A-K were identified by the General Officer Management Office as being the position categories into which general officers are assigned. Sixty-seven general officers selected response "other" indicating the job family categories may not be complete.

TABLE 5

ITEM: E. Indicate what your specialties (initial) were:

RESPONSE	BG		MG		LTG		GEN		ALL	
	#	%	#	%	#	%	#	%	#	%
11 Infantry	35	23.3	45	34.3	17	48.6	5	71.4	103	31.5
12 Armor	21	14.0	19	14.6	7	20.0	1	14.3	48	14.7
13 Field Artillery	24	16.0	16	12.3	1	2.9	0	0.0	41	12.5
14 Air Defense Artillery	8	5.3	3	2.3	0	0.0	0	0.0	12	3.7
15 Aviation	2	1.3	9	6.9	0	0.0	0	0.0	1*	3.4
18 Special Forces	0	0.0	1	0.8	0	0.0	0	0.0	1	0.3
21 Engineer	12	8.0	7	5.4	5	14.3	0	0.0	25	7.6
25 Communication-Electronics	6	4.0	2	1.5	1	2.9	0	0.0	10	3.1
27 Communication-Electronics Engineering	1	0.7	0	0.0	0	0.0	0	0.0	1	0.3
31 Military Police	2	1.3	1	0.8	0	0.0	0	0.0	3	0.9
35 Military Intelligence	4	2.7	1	0.8	0	0.0	1	14.3	6	1.8
36 Counter-intelligence-Signal Security, Human Intelligence	0	0.0	0	0.0	1	2.9	0	0.0	1	0.3
37 Signal Intelligence, Electronic Warfare	0	0.0	1	0.8	0	0.0	0	0.0	1	0.3
41 Personnel Programs Management	6	4.0	3	2.3	0	0.0	0	0.0	9	2.8
44 Finance	1	0.7	1	0.8	0	0.0	0	0.0	2	0.6
45 Comptroller	2	1.3	0	0.0	1	2.9	0	0.0	3	0.9
46 Public Affairs	0	0.0	1	0.8	0	0.0	0	0.0	1	0.3
49 Operations Research/Systems Analysis	3	2.0	1	0.8	0	0.0	0	0.0	4	1.2
51 Research and Development	3	2.0	2	1.5	1	2.9	0	0.0	6	1.8
52 Nuclear Weapons	0	0.0	1	0.8	0	0.0	0	0.0	1	0.3
53 Automated Data Systems Management	1	0.7	1	0.8	0	0.0	0	0.0	2	0.6
54 Operations Plans Training/Force Development	0	0.0	0	0.0	1	2.9	0	0.0	1	0.3
55 Legal	2	1.3	1	0.8	0	0.0	0	0.0	3	0.9
56 Chaplain	1	0.7	1	0.8	0	0.0	0	0.0	2	0.6
60-62 Medical Corps	4	2.7	5	3.8	0	0.0	0	0.0	9	2.8
63 Dental Corps	0	0.0	1	0.8	0	0.0	0	0.0	1	0.3
64 Veterinary Corps	1	0.7	0	0.0	0	0.0	0	0.0	1	0.3
67-68 Medical Service Corps	1	0.7	0	0.0	0	0.0	0	0.0	1	0.3
71 Aviation Logistics	0	0.0	1	0.8	0	0.0	0	0.0	1	0.3
74 Chemical	1	0.7	1	0.8	0	0.0	0	0.0	2	0.6
75 Munitions Materiel Management	3	2.0	1	0.8	0	0.0	0	0.0	4	1.2
81 Petroleum Management	1	0.7	0	0.0	0	0.0	0	0.0	1	0.3
91 Maintenance Management	1	0.7	2	1.5	0	0.0	0	0.0	3	0.9
92 Materiel/Services Management	2	1.3	1	0.8	0	0.0	0	0.0	3	0.9
95 Transportation	2	1.3	1	0.8	0	0.0	0	0.0	3	0.9
97 Procurement	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

REMARKS: Although additional specialty data are not shown in this table, the data above suggest that a broad range of specialties is represented

TABLE 6

ITEM: F. Select the letter that corresponds to the highest level of civilian education you have completed

RESPONSE (%)	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
A. Doctoral degree	8.7	7.8	5.7	0	4.4	3.3	2.0	76.5	7.7
B. Masters degree	88.0	82.9	85.7	100	88.5	86.7	94.1	23.5	85.9
C. Bachelors degree	3.3	9.3	8.6	0	7.0	10.0	3.9	0.0	6.4

REMARKS: Ninety-four percent have advanced degrees.

TABLE 7

ITEM: G. What is the source of your most recent graduate degree (masters or doctorate)?

RESPONSE (%)	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
A I do not have a graduate degree	2.7	10.1	8.6	0.0	7.1	10.0	3.9	0.0	6.5
B Fully-funded (full-time Army funds school costs)	40.3	42.6	57.1	71.4	43.8	40.0	60.8	0.0	43.7
C Degree Completion (full-time, officer funds school costs)	6.7	6.2	2.9	0.0	4.4	13.3	7.8	11.8	6.2
D Cooperative Degree Program (COOP-CGSC/AWC)	23.5	17.8	5.7	0.0	21.7	20.0	9.8	5.9	18.8
E Off duty — on own	20.1	17.8	14.3	14.3	18.6	16.7	15.7	17.6	18.2
F Prior to accession	4.7	3.1	0.0	0.0	0.0	0.0	2.0	58.8	3.4
G Other	2.0	2.3	11.4	14.3	4.4	0.0	0.0	5.9	3.4

REMARKS Forty-four percent acquired their advanced degree through a fully funded program, 18% acquired their degree through the Cooperative Degree Program, and 18% acquired their degree on their "own time."

TABLE 8

ITEM: H. Through which of the following did you receive your commission?

RESPONSE (%)	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
A OCS	8.0	10.8	8.8	0.0	7.0	19.6	1.0	8.9	6.5
B USMA	31.3	40.0	61.8	85.7	49.8	20.0	11.8	0.0	38.7
C ROTC	57.3	40.8	26.5	14.3	41.4	70.0	64.7	35.3	47.2
D Direct appointment	3.3	6.9	2.9	0.0	13.3	0.0	3.9	64.7	4.6
E Other	0.0	1.5	0.0	0.0	100.0	0.0	0.0	0.0	0.6

REMARKS Most (47%) of the general officers in the sample received their commission through ROTC, the second most frequently mentioned source is USMA (39%), and then OCS (9%).

TABLE 9

ITEM: I. Please indicate the last school you have completed in the list below:

RESPONSE %	NUMBER	PERCENT
A SSC (resident)	102	30.6
B SSC (non-resident)	4	1.2
C Annual Conference for BG Designees	139	41.7
D Center for Creative Leadership Program	30	9.0
E CAPSTONE	14	4.2
F Individual Executive Development Program	35	10.5

REMARKS Nine general officers did not respond to this item, the most frequently mentioned response is Annual Conference for BG Designees (42%).

TABLE 10

ITEM: J. How long ago did you complete this last school?

RESPONSE %	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
A 1 year or less	34.9	3.1	0.0	14.3	16.4	26.7	23.5	18.8	18.6
B About 2 years	20.8	1.6	0.0	0.0	8.4	23.3	9.8	12.5	10.2
C About 3 years	10.7	3.9	2.9	0.0	6.7	10.0	7.8	0.0	6.8
D About 4 years	5.4	7.8	8.8	0.0	8.0	6.7	3.9	0.0	6.8
E About 5 years	7.4	26.6	2.9	0.0	15.1	13.3	11.8	12.5	14.2
F About 7 years	14.1	18.0	20.6	0.0	17.3	10.0	9.8	31.3	16.1
G About 9 years	4.0	13.3	17.6	0.0	8.4	3.3	13.7	6.3	9.0
H About 11 years	0.7	10.2	5.9	0.0	4.0	6.7	7.8	6.3	5.0
I More than 11 years	2.0	15.6	41.2	85.7	15.6	0.0	11.8	12.5	13.3

REMARKS Overall, the median response is that the individual general officer attended his last school about 5 years ago. The median response by grade is: BG (about 2 years ago), MG (about 7 years ago), LTG (about 9 years ago), and GEN (more than 11 years ago).

TABLE 11

ITEM: K. Which of the following joint service schools have you attended?

RESPONSE %	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
A I have not attended any joint service schools	53.4	57.2	48.6	28.6	56.0	65.0	43.1	56.3	54.7
B National War College	17.6	8.5	11.4	42.9	16.4	13.8	3.9	0.0	13.7
C ICAF	13.5	17.2	11.4	14.3	10.2	10.3	31.4	31.3	14.6
D AFSC	10.1	14.1	14.3	14.3	13.3	3.4	11.8	12.5	12.1
E Other	5.4	2.3	14.3	0.0	4.0	6.9	9.8	0.0	5.0

REMARKS With the exception of CSS, most general officers have not attended a joint service school.

TABLE 12A

ITEMS	% Agree		LTG	GEN	CA	CS	CSS	SP	ALL
	BG	MG							
1 Army leaders at senior levels behave too much like corporate executives and not enough like warriors	46.6	48.5	54.3	14.3	51.3	40.0	35.3	35.3	47.1
2 Peacetime needs rather than wartime requirements are driving the development of officers today	66.7	66.9	68.6	28.6	68.9	60.0	56.9	70.6	66.1
3 Our officer development system does not go far enough today in preparing officers for war and combat.	67.3	69.0	65.7	71.4	72.4	56.7	56.9	62.5	67.8
4 Career development for individual officers is secondary to the need for the Army to defend the country and deter war	74.0	76.2	71.4	85.7	78.1	63.3	62.7	76.5	74.5
5 The bold, original, creative officer cannot survive in today's Army	23.3	25.4	25.7	0.0	22.4	31.0	21.6	47.1	24.1

REMARKS The above "agree" data were developed by combining "strongly agree," "agree," and "slightly agree" responses. The above data suggest that a small majority of generals do not feel Army leaders at senior levels behave too much like corporate executives (47% agree). Two-thirds of the general officers agree that peacetime needs drive officer development today, a similar percent feel the development system today doesn't go far enough in preparing officers for war, combat. Seventy-four percent feel that career development is secondary to Army needs, and 24% agree that the bold, creative officer cannot survive in today's Army. These data suggest that the officer development climate needs work.

TABLE 12B

ITEMS	% Agree.		LTG	GEN	CA	CS	CSS	SP	ALL
	BG	MG							
6. The officer corps today is focused toward personal gain as opposed to selflessness.	28.9	36.2	42.9	28.6	23.2	30.0	27.5	9	33.3
7. The promotion system does not reward those officers who have the seasoning and potential to be the best wartime leaders.	29.3	29.2	28.6	14.3	30.7	30.0	19.6	29.4	28.7
8. The current professional development system develops officers who exemplify the warrior spirit (i.e. the attitude that one is first a soldier and must always be prepared physically and mentally to lead soldiers into battle)	59.3	55.8	40.0	57.1	52.0	73.3	64.7	70.6	55.7
9. The current officer military education and training system enhances combat readiness in the Army.	79.2	78.3	71.4	100.0	77.5	86.7	74.0	98.2	78.2
10. In the event of rapid mobilization, officers today have been adequately prepared to assume command and staff duties two positions above their current assignment levels.	43.9	41.1	45.7	71.4	43.2	50.0	38.0	29.4	42.5

REMARKS: The above "agree" data were developed by combining "strongly agree," "agree," and "slightly agree" responses. The data suggest that one-third of the general officers feel the officer corps is focused toward personal gain (in contrast, 68% of commissioned officers agreed with the same item), 28% feel the promotion system doesn't reward . . . the best potential wartime leaders (vs 63% agreement by commissioned officers). Fifty-six percent agree the current system develops officers who exemplify the warrior spirit (in contrast, 80% of commissioned officers feel the officers around them exemplify "warrior spirit"). Seventy-eight percent agree the education/training system enhances combat readiness. Most generals do not feel that officers have been prepared adequately to assume command/staff positions two levels above their current assignments in the event of rapid mobilization.

TABLE 13

ITEM: 11. What percentage of the officers at your rank would make good wartime leaders?

RESPONSE %	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
A. Almost all (90% or above)	32.0	28.1	23.5	85.7	24.4	36.7	51.0	35.3	30.2
B. About 75%	21.3	26.6	11.8	0.0	22.2	26.7	15.7	35.3	22.5
C. About two-thirds	17.3	15.6	23.5	32.4	17.3	16.7	21.6	5.9	17.3
D. About half	16.7	17.2	32.4	0.0	22.2	13.3	5.9	11.8	18.2
E. About one-third	7.3	7.8	5.9	0.0	8.0	6.7	3.9	5.9	7.1
F. About 25%	5.3	3.9	2.9	0.0	5.8	0.0	0.0	5.9	4.3
G. Almost none (10% or less)	0.0	0.8	0.0	0.0	0.0	0.0	2.0	0.0	0.3

REMARKS: Overall, the median response regardless of grade or component is that "about 75%" of the general officers would make good wartime leaders. The median response for generals at each grade is: BG (about 75%), MG (about 75%), LTG (about two-thirds), GEN (almost all). These data represent in effect a "peer evaluation" of wartime leadership ability.

TABLE 14

ITEM: 12. What percentage of company grade officers would make good wartime leaders?

RESPONSE (%)	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
A. Almost all (90% or above)	5.0	7.0	2.9	0.0	4.4	10.0	9.8	5.9	5.9
B. About 75%	19.3	24.2	41.2	28.6	23.1	26.7	21.6	29.4	23.8
C. About two-thirds	27.3	39.1	23.5	28.6	36.4	26.7	19.6	17.6	31.8
D. About half	33.3	21.1	23.5	42.9	25.8	23.3	35.3	35.3	27.5
E. About one-third	10.7	5.5	5.9	0.0	7.1	13.3	9.8	5.9	8.0
F. About 25%	3.3	3.1	2.9	0.0	3.1	0.0	3.9	5.9	3.1
G. Almost none (10% or less)	—	—	—	—	—	—	—	—	—

REMARKS: Overall, the median response is that "about two-thirds" of company grade officers would make good wartime leaders.

TABLE 15

ITEM: 13. What percentage of field grade officers would make good wartime leaders?

RESPONSE (%)	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
A Almost all (90% or above)	6.0	6.2	2.9	0.0	3.1	10.0	11.8	11.8	5.5
B About 75%	24.7	33.3	26.5	28.6	25.7	30.0	35.3	35.3	28.3
C About two-thirds	27.3	30.2	35.3	57.1	33.6	23.3	23.5	11.8	29.8
D About half	26.7	24.0	32.4	14.3	26.5	26.7	23.5	35.3	26.5
E About one-third	12.0	3.9	2.9	0.0	8.0	10.0	3.9	5.9	7.4
F About 25%	2.7	2.3	0.0	0.0	2.7	0.0	2.0	0.0	2.2
G Almost none (10% or less)	0.7	0.0	0.0	0.0	0.4	0.0	0.0	0.0	0.3

REMARKS Overall, the median response is that about two-thirds of field grade officers would make good wartime leaders

TABLE 16

ITEM: 14. What percentage of the career of battalion and brigade commanders should have been spent "with troops" prior to assumption of command?

RESPONSE (%)	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
A Almost all (90% or above)	2.0	3.1	—	—	2.2	3.3	2.0	—	2.2
B About 75%	12.7	9.4	—	—	9.7	3.3	12.0	11.8	9.6
C About two-thirds	23.3	21.1	14.3	14.3	22.6	10.0	18.0	29.4	21.0
D About half	48.7	53.9	62.9	85.7	53.1	66.7	50.0	47.1	53.4
E About one-third	12.7	11.7	22.9	—	11.9	16.7	14.0	11.8	13.0
F About 25%	33.3	33.3	—	—	0.4	—	4.0	—	0.9
G Almost none (10% or less)	—	—	—	—	—	—	—	—	—

REMARKS Overall, the median response is that "about half" of the career of battalion and brigade commanders should have been spent "with troops" prior to assumption of command

TABLE 17

ITEM: 15. Overall, to what extent do you think officers at each of the following levels are prepared (by the current training and education system) to perform their mission?

RESPONSE (%)	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
LTs									
A Excellent preparation—could assume higher level positions if need occurred	8.7	11.6	11.4	16.7	11.9	16.7	3.9	0.0	10.5
B Good preparation—able to effectively perform all required tasks at their level.	34.9	42.6	40.0	83.3	38.9	36.7	41.2	37.5	39.2
C Adequate preparation—able to perform all tasks at their level in a minimally acceptable manner.	49.0	42.6	37.1	0.0	43.8	40.0	43.1	62.5	44.1
D Inadequately prepared—currently unable to perform the required tasks at their level.	7.4	3.1	11.4	0.0	5.3	6.7	11.8	0.0	6.2

REMARKS Overall, the median response is that lieutenants are "adequately prepared" to perform their mission, although there is essentially a normal distribution about this point. Perhaps a more accurate portrayal would be to classify the preparation of lieutenants as "adequate to good."

TABLE 18

ITEM: 16. Overall, to what extent do you think officers at each of the following levels are prepared (by the current training and education system) to perform their mission?

RESPONSE (%)	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
CPTs									
A. Excellent preparation—could assume higher level positions if need occurred.	8.7	22.5	8.6	0.0	12.8	23.3	17.6	6.3	14.2
B. Good preparation—able to effectively perform all required tasks at their level	54.4	50.4	62.9	100	57.1	53.3	45.1	50.0	54.6
C. Adequate preparation—able to perform all tasks at their level in a minimally acceptable manner	36.9	27.1	25.7	—	29.6	23.3	37.3	43.8	30.9
D. Inadequately prepared—currently unable to perform the required tasks at their level	—	—	2.9	—	0.4	—	—	—	0.3

REMARKS: Overall, the median response is that captains have received "good preparation" to perform their mission.

TABLE 19

ITEM: 17. Overall, to what extent do you think officers at each of the following levels are prepared (by the current training and education system) to perform their mission?

RESPONSE (%)	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
Majors.									
A. Excellent preparation—could assume higher level positions if need occurred.	12.8	24.0	11.4	16.7	16.8	23.3	15.7	18.8	17.3
B. Good preparation—able to effectively perform all required tasks at their level	59.1	46.5	54.3	50.0	52.7	50.0	56.9	62.5	53.7
C. Adequate preparation—able to perform all tasks at their level in a minimally acceptable manner.	26.8	29.5	31.4	33.3	29.2	26.7	27.5	18.8	28.1
D. Inadequately prepared—currently unable to perform the required tasks at their level.	1.3	0.0	2.9	0.0	1.3	0.0	0.0	0.0	0.9

REMARKS: Overall, the median response is that majors have received "good preparation" to perform their mission.

TABLE 20

ITEM: 18. Overall, to what extent do you think officers at each of the following levels are prepared (by the current training and education system) to perform their mission?

RESPONSE (%)	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
LTCs									
A. Excellent preparation—could assume higher level positions if need occurred	28.2	27.1	25.7	16.7	23.9	50.0	33.3	25.0	27.8
B. Good preparation—able to effectively perform all required tasks at their level	51.0	55.0	37.1	66.7	52.7	33.3	49.0	68.8	51.2
C. Adequate preparation—able to perform all tasks at their level in a minimally acceptable manner	18.8	17.1	31.4	16.7	21.2	16.7	15.7	6.3	19.1
D. Inadequately prepared—currently unable to perform the required tasks at their level	2.0	0.8	5.7	0.0	2.2	0.0	2.0	0.0	1.9

REMARKS: Overall, the median response is that lieutenant colonels have achieved a "good" level of preparation to perform their mission.



TABLE 21

ITEM: 19. Overall, to what extent do you think officers at each of the following levels are prepared (by the current training and education system) to perform their mission?

RESPONSE (%)	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
COLs									
A. Excellent preparation—could assume higher level positions if need occurred.	34.9	33.3	31.4	0.0	26.5	50.0	58.8	31.3	34.0
B. Good preparation—able to effectively perform all required tasks at their level.	46.3	48.8	40.0	66.7	52.2	43.3	25.5	31.3	46.3
C. Adequate preparation—able to perform all tasks at their level in a minimally acceptable manner.	16.8	17.8	20.0	33.3	19.0	6.7	13.7	37.5	17.9
D. Inadequately prepared—currently unable to perform the required tasks at their level.	2.0	0.0	8.6	0.0	2.2	0.0	2.0	0.0	1.9

REMARKS. Overall, the median response is that colonels have received marks of "good preparation" to perform their mission.

TABLE 22

ITEM: 20. Overall, to what extent do you think officers at each of the following levels are prepared (by the current training and education system) to perform their mission?

RESPONSE (%)	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
BGs									
A. Excellent preparation—could assume higher level positions if need occurred.	41.6	38.8	28.6	0.0	33.5	46.7	56.0	47.1	38.8
B. Good preparation—able to effectively perform all required tasks at their level.	43.0	42.6	34.3	57.1	46.3	33.3	30.0	23.5	41.5
C. Adequate preparation—able to perform all tasks at their level in a minimally acceptable manner.	13.4	17.8	31.4	42.9	17.6	20.0	14.0	29.4	17.8
D. Inadequately prepared—currently unable to perform the required tasks at their level.	2.0	0.8	5.7	0.0	2.6	0.0	0.0	0.0	1.8

REMARKS. Overall, the median response is that brigadier generals have achieved a "good" level of preparation to perform their mission.

TABLE 23

ITEM: 21. Overall, to what extent do you think officers at each of the following levels are prepared (by the current training and education system) to perform their mission?

RESPONSE (%)	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
MGs									
A. Excellent preparation—could assume higher level positions if need occurred.	46.9	46.9	34.3	28.6	41.5	50.0	60.0	52.9	45.7
B. Good preparation—able to effectively perform all required tasks at their level.	38.1	37.5	37.1	28.6	38.4	33.3	32	35.3	37.0
C. Adequate preparation—able to perform all tasks at their level in a minimally acceptable manner.	12.9	14.8	20.0	42.9	17.9	10.0	8.0	11.8	15.2
D. Inadequately prepared—currently unable to perform the required tasks at their level.	2.0	0.8	8.6	0.0	2.2	6.7	0.0	0.0	2.2

REMARKS. Overall, the median response is that major generals have achieved a "good" level of preparation to perform their mission.

TABLE 24

ITEM: 22. Overall, to what extent do you think officers at each of the following levels are prepared (by the current training and education system) to perform their mission?

RESPONSE (%)	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
LTGs									
A. Excellent preparation—could assume higher level positions if need occurred	57.5	54.8	40.0	28.6	50.9	53.3	68.0	62.5	54.2
B. Good preparation—able to effectively perform all required tasks at their level.	28.1	31.	34.3	42.9	31.1	33.3	24.0	25.0	30.1
C. Adequate preparation—able to perform all tasks at their level in a minimally acceptable manner.	12.3	11.9	17.1	28.6	15.3	6.7	6.0	12.5	12.9
D. Inadequately prepared—currently unable to perform the required tasks at their level.	2.1	2.4	8.	0.0	2.7	6.7	2.0	0.0	2.8

REMARKS Overall, the median response is that lieutenant generals have received an "excellent preparation" to perform their mission.

TABLE 25

ITEM: 23. Overall, to what extent do you think officers at each of the following levels are prepared (by the current training and education system) to perform their mission?

RESPONSE (%)	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
GENs									
A. Excellent preparation—could assume higher level positions if need occurred.	58.3	57.1	45.7	42.9	52.9	55.2	68.0	75.0	56.5
B. Good preparation—able to effectively perform all required tasks at their level.	29.9	29.4	31.4	28.6	31.2	31.0	24.0	18.8	29.7
C. Adequate preparation—able to perform all tasks at their level in a minimally acceptable manner	9.7	8.7	14.3	28.6	12.2	6.9	4.0	6.3	10.1
D. Inadequately prepared—currently unable to perform the required tasks at their level.	2.1	4.8	8.6	0.0	3.6	6.9	4.0	0.0	3.8

REMARKS Overall, the median response is that generals have received an "excellent" preparation to perform their mission.

TABLE 26

ITEM: 24. Weakest area of preparation for LTs:

RESPONSE (%)	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
A. No major weakness	3.4	3.1	5.9	0.0	2.3	13.3	3.9	0.0	3.5
B. Technical skills	19.3	20.5	11.8	0.0	17.8	26.7	17.6	25.0	18.9
C. Tactical skills	17.2	16.5	23.5	16.7	21.5	20.0	3.9	0.0	17.4
D. Operational skills (e.g. integration of combined arms elements, management of battlefield resources, etc.)	8.3	7.9	11.8	16.7	11.0	3.3	3.9	12.5	9.1
E. Concept integration/cognitive skills	4.1	0.8	8.8	0.0	3.2	3.3	0.0	12.5	3.2
F. Leadership and human relations	16.6	18.9	11.8	50.0	16.4	16.7	21.6	18.8	17.4
G. A lack of appropriate understanding of their role	12.4	10.2	8.8	16.7	8.7	3.3	25.5	12.5	11.0
H. A lack of appropriate military values	6.9	5.5	2.9	0.0	5.0	6.7	5.9	12.5	5.7
I. Basic education (3R's)	7.6	9.4	11.8	0.0	8.7	3.3	11.8	6.3	8.5
J. Failure to be a soldier first (i.e. physically/mentally prepared for war and combat)	3.4	5.5	2.9	0.0	4.1	3.3	5.9	0.0	4.4
K. Other (please specify)	0.7	1.6	0.0	0.0	1.4	0.0	0.0	0.0	.9

REMARKS. Technical, tactical, and leadership/human relations skills are the three areas most frequently mentioned as "weakest area of preparation" for lieutenants.

TABLE 27

ITEM: 25. Weakest area of preparation for CPTs:

RESPONSE (%)	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
A. No major weakness	2.8	5.5	2.9	0.0	4.1	6.9	2.0	0.0	3.8
B. Technical skills	12.5	15.0	20.6	0.0	12.3	10.3	23.5	18.8	14.2
C. Tactical skills	23.6	15.7	14.7	50.0	21.5	31.0	13.7	6.3	20.3
D. Operational skills (e.g. integration of combined arms elements, management of battlefield resources, etc.)	28.5	33.1	29.4	16.7	33.8	20.7	27.5	12.5	30.4
E. Concept integration/cognitive skills	6.9	9.4	11.8	0.0	4	13.8	11.8	12.5	8.2
F. Leadership and human relations	18.1	9.4	14.7	33.3	14.6	6.9	13.7	18.8	14.2
G. A lack of appropriate understanding of their role	2.1	3.9	0.0	0.0	1.8	3.4	2.0	12.5	2.5
H. A lack of appropriate military values	2.1	3.1	0.0	0.0	1.4	0.0	2.0	18.8	2.2
I. Basic education (3R's)	0.7	1.6	5.9	0.0	0.9	3.4	3.9	0.0	1.6
J. Failure to be a soldier first (i.e. physically/mentally prepared for war and combat)	2.1	1.6	0.0	0.0	1.8	3.4	0.0	0.0	1.6
K. Other (please specify)	0.7	1.6	0.0	0.0	1.4	0.0	0.0	0.0	0.9

REMARKS. "Operational skills" is the category most frequently mentioned as the weakest area of preparation for captains; tactical, technical, and leadership skills also draw "double digit" mention.

TABLE 28

ITEM: 26. Weakest area of preparation for MAJs:

RESPONSE (%)	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
A. No major weakness	5.6	3.2	5.9	0.0	4.6	6.9	2.0	6.3	4.5
B. Technical skills	14.7	4.8	8.8	0.0	9.2	13.8	11.8	6.3	9.9
C. Tactical skills	4.9	7.1	2.9	16.7	6.5	0.0	5.9	12.5	6.1
D. Operational skills (e.g. integration of combined arms elements, management of battlefield resources, etc.)	36.4	42.1	50.0	50.0	45.6	31.0	35.3	6.3	40.4
E. Concept integration/cognitive skills	9.1	19.0	17.6	33.3	10.6	13.8	29.4	18.8	14.3
F. Leadership and human relations	6.3	4.8	2.9	0.0	4.6	6.9	2.0	25.0	5.4
G. A lack of appropriate understanding of their role	14.0	11.9	2.9	0.0	12.0	13.8	7.8	6.3	11.5
H. A lack of appropriate military values	3.5	0.8	5.9	0.0	1.4	6.9	3.9	6.3	2.5
I. Basic education (3R's)	1.4	2.4	0.0	0.0	1.8	3.4	0.0	0.0	1.6
J. Failure to be a soldier first (i.e. physically/mentally prepared for war and combat)	2.8	3.2	0.0	0.0	1.8	3.4	2.0	12.5	2.5
K. Other (please specify)	1.4	0.8	2.9	0.0	1.8	0.0	0.0	0.0	1.3

REMARKS: "Operational skills" is the category most frequently mentioned as weakest area of preparation for majors. Fourteen percent selected concept integration/cognitive skills.

TABLE 29

ITEM: 27. Weakest area of preparation for LTCs:

RESPONSE (%)	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
A. No major weakness	13.2	8.7	14.7	0.0	9.7	26.7	9.8	12.5	11.4
B. Technical skills	7.6	7.9	2.9	0.0	6.0	10.0	11.8	6.3	7.3
C. Tactical skills	8.3	6.3	2.9	0.0	7.4	10.0	3.9	0.0	6.7
D. Operational skills (e.g. integration of combined arms elements, management of battlefield resources, etc.)	39.6	46.0	44.1	100.0	47.9	23.3	41.2	25.0	43.5
E. Concept integration/cognitive skills	9.0	11.9	20.6	0.0	10.6	6.7	19.6	12.5	11.7
F. Leadership and human relations	8.3	7.9	5.9	0.0	6.0	16.7	3.9	25.0	7.6
G. A lack of appropriate understanding of their role	2.1	4.0	2.9	0.0	3.2	0.0	2.0	6.3	2.9
H. A lack of appropriate military values	2.1	1.6	0.0	0.0	1.4	0.0	0.0	12.5	1.6
I. Basic education (3R's)	0.7	0.8	0.0	0.0	0.9	0.0	0.0	0.0	0.6
J. Failure to be a soldier first (i.e. physically/mentally prepared for war and combat)	7.6	4.0	5.9	0.0	5.5	6.7	7.8	0.0	5.6
K. Other (please specify)	1.4	0.8	0.0	0.0	1.4	0.0	0.0	0.0	1.0

REMARKS: "Operational skills" is the category most frequently selected as weakest area of preparation for lieutenant colonels.

TABLE 30

ITEM: 28. Weakest area of preparation for COLs:

RESPONSE (%)	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
A. No major weakness	19.4	18.3	20.6	0.0	17.5	34.5	17.6	12.5	18.8
B. Technical skills	9.0	10.3	5.9	0.0	6.9	6.9	19.6	6.3	8.9
C. Tactical skills	6.3	6.3	5.9	0.0	7.4	3.4	3.9	0.0	6.1
D. Operational skills (e.g. integration of combined arms elements, management of battlefield resources, etc.)	27.1	31.7	35.3	100.0	35.9	20.7	23.5	12.5	31.5
E. Concept integration/cognitive skills	8.3	10.3	6.3	4.0	8.3	6.9	11.8	12.5	8.9
F. Leadership and human relations	8.3	6.3	8.8	0.0	6.0	10.3	7.8	18.8	7.3
G. A lack of appropriate understanding of their role	4.2	4.0	0.0	0.0	4.1	6.9	0.0	0.0	3.5
H. A lack of appropriate military values	1.4	2.4	0.0	0.0	0.9	0.0	2.0	12.5	1.6
I. Basic education (3R's)	0.7	0.0	0.0	0.0	0.5	0.0	0.0	0.0	0.3
J. Failure to be a soldier first (i.e. physically/mentally prepared for war and combat)	12.5	7.9	14.7	0.0	9.2	10.3	13.7	25.0	10.8
K. Other (please specify)	2.8	2.4	0.0	0.0	3.2	0.0	0.0	0.0	2.2

REMARKS. "Operational skills" is the category most frequently selected as weakest area of preparation for colonels.

TABLE 31

ITEM: 29. Weakest area of preparation for BGs:

RESPONSE (%)	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
A. No major weakness	30.1	32.5	20.6	0.0	25.5	43.3	39.2	25.0	29.6
B. Technical skills	9.8	11.1	11.8	0.0	8.8	13.3	17.6	6.3	10.5
C. Tactical skills	4.9	6.3	0.0	16.7	6.9	3.3	2.0	0.0	5.4
D. Operational skills (e.g. integration of combined arms elements, management of battlefield resources, etc.)	22.4	15.1	11.8	50.0	21.8	16.7	7.8	12.5	18.5
E. Concept integration/cognitive skills	7.7	4.8	20.6	0.0	8.8	3.3	7.8	0.0	7.6
F. Leadership and human relations	5.6	4.0	0.0	0.0	2.3	3.3	5.9	25.0	4.1
G. A lack of appropriate understanding of their role	11.2	15.9	20.6	16.7	14.4	10.0	13.7	18.8	14.0
H. A lack of appropriate military values	1.4	0.0	2.9	0.0	0.5	0.0	0.0	12.5	1.0
I. Basic education (3R's)	—	—	—	—	—	—	—	—	—
J. Failure to be a soldier first (i.e. physically/mentally prepared for war and combat)	4.9	7.9	11.8	0.0	8.3	3.3	3.9	0.0	6.7
K. Other (please specify)	2.1	2.4	0.0	16.7	2.8	3.3	2.0	0.0	2.5

REMARKS. After "no major weakness," the next category most frequently mentioned as weakest area of preparation for brigadier generals is "operational skills."

TABLE 32

ITEM: 30. Weakest area of preparation for MGs:

RESPONSE (%)	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
A. No major weakness	46.1	40.0	32.4	0.0	36.6	50.0	56.9	37.5	41.5
B. Technical skills	2.8	8.8	2.9	0.0	3.8	10.0	7.8	6.3	5.1
C. Tactical skills	2.8	7.2	2.9	16.7	6.1	3.3	2.0	0.0	4.8
D. Operational skills (e.g. integration of combined arms elements, management of battlefield resources, etc.)	18.4	13.6	17.6	50.0	21.1	16.7	3.9	6.3	17.0
E. Concept integration/cognitive skills	5.7	9.6	17.6	0.0	9.9	0.0	7.8	6.3	8.4
F. Leadership and human relations	8.5	4.8	2.9	0.0	5.2	6.7	7.8	12.5	6.1
G. A lack of appropriate understanding of their role	8.5	4.8	14.7	16.7	8.0	6.7	3.9	18.8	7.7
H. A lack of appropriate military values	0.7	0.0	0.0	0.0	0.0	0.0	0.0	6.3	0.3
I. Basic education (3R's)	—	—	—	—	—	—	—	—	—
J. Failure to be a soldier first (i.e. physically/mentally prepared for war and combat)	2.8	8.0	8.8	0.0	6.1	3.3	5.9	0.0	6.5
K. Other (please specify)	3.5	3.2	0.0	16.7	3.3	3.3	3.9	6.3	3.6

REMARKS: After "no major weakness," "operational skills" is the category next most frequently mentioned as weakest area of preparation for major generals.

TABLE 33

ITEM: 31. Weakest area of preparation for LTGs:

RESPONSE (%)	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
A. No major weakness	55.3	52.8	47.1	50.0	52.6	50.0	64.7	31.3	53.4
B. Technical skills	2.8	8.1	2.9	0.0	3.3	6.7	9.8	6.3	4.9
C. Tactical skills	2.8	1.6	0.0	0.0	2.8	0.0	0.0	0.0	1.9
D. Operational skills (e.g. integration of combined arms elements, management of battlefield resources, etc.)	11.3	10.6	17.6	33.3	14.7	13.3	2.0	6.3	12.0
E. Concept integration/cognitive skills	2.8	7.3	5.9	0.0	5.2	6.7	3.9	6.3	5.2
F. Leadership and human relations	8.5	6.5	2.9	0.0	5.7	6.7	5.9	25.0	6.8
G. A lack of appropriate understanding of their role	5.0	4.1	11.8	16.7	5.7	6.7	3.9	6.3	5.5
H. A lack of appropriate military values	0.7	0.0	0.0	0.0	0.0	0.0	0.0	6.3	0.3
I. Basic education (3R's)	—	—	—	—	—	—	—	—	—
J. Failure to be a soldier first (i.e. physically/mentally prepared for war and combat)	6.4	5.7	11.8	0.0	7.1	3.3	5.9	6.3	6.5
K. Other (please specify)	4.3	3.3	0.0	0.0	2.8	6.7	3.9	6.3	3.6

REMARKS: After "no major weakness," "operational skills" is the category next most frequently mentioned as weakest area of preparation for lieutenant generals.

TABLE 34

ITEM: 32. Weakest area of preparation for GENs:

RESPONSE (%)	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
A. No major weakness	60.7	58.9	47.1	50.0	57.8	53.3	66.7	50.0	58.6
B. Technical skills	2.9	5.6	5.9	0.0	2.8	6.7	7.8	6.3	4.2
C. Tactical skills	2.1	1.6	0.0	0.0	2.4	0.0	0.0	0.0	1.6
D. Operational skills (e.g. integration of combined arms elements, management of battlefield resources, etc.)	10.0	8.9	2.9	0.0	13.7	10.0	0.0	0.0	10.4
E. Concept integration/cognitive skills	2.1	4.0	5.9	0.0	3.8	3.3	3.9	0.0	3.6
F. Leadership and human relations	10.0	8.1	2.9	0.0	7.1	6.7	9.8	0.0	8.1
G. A lack of appropriate understanding of their role	3.6	4.8	11.8	16.7	3.8	3.3	3.9	0.0	5.2
H. A lack of appropriate military values	0.7	0.0	0.0	0.0	0.0	0.0	0.0	6.3	0.3
I. Failure to be a soldier first (i.e. physically/mentally prepared for war and combat)	3.6	3.2	11.8	0.0	4.7	3.3	2.0	6.3	4.2
J. Other (please specify)	4.3	4.8	0.0	0.0	2.8	10.0	3.9	6.3	3.9

REMARKS: After "no major weakness," "operational skills" is the category next most frequently mentioned as weakest area of preparation for generals.

TABLE 35

Items 33 through 40 ask you to identify the three most important learning experiences which prepare an officer for each type assignment listed below.

RESPONSE (%)	Most Important	2d Most Important	3d Most Important
33. Command			
A. Service School (resident)	9.3	33.3	37.8
B. Service School (non-resident)	—	0.6	1.8
C. Civilian Graduate Education	—	0.6	0.6
D. Civilian Short Course	—	—	—
E. Self Study	1.8	10.8	18.6
F. Correspondence Course	0.6	0.3	0.3
G. Unit Experience (OJT)	77.2	13.2	4.5
H. Coached by Mentor	8.1	37.2	30.6
I. Other	0.6	1.2	3.0

REMARKS: Unit experience (OJT) is identified by 77% as the most important learning experience to prepare an officer for command. "Mentoring" and "resident service school experience" are the second and third most important experiences.

TABLE 36

Items 33 through 40 ask you to identify the three most important learning experiences which prepare an officer for each type assignment listed below.

RESPONSE (%)	Most Important	2d Most Important	3d Most Important
34. TOE Unit			
A. Service School (resident)	20.4	40.2	25.5
B. Service School (non-resident)	—	0.6	2.1
C. Civilian Graduate Education	—	—	0.9
D. Civilian Short Course	—	—	—
E. Self Study	1.2	11.1	25.8
F. Correspondence Course	0.3	0.6	1.8
G. Unit Experience (OJT)	70.9	16.8	5.1
H. Coached by Mentor	4.2	26.7	31.2
I. Other	—	0.6	1.8

REMARKS: Unit experience (OJT) is selected by 71% as the most important learning experience for TOE unit assignments. "Resident service schools" and "mentoring" are next in importance.

TABLE 37

Items 33 through 40 ask you to identify the three most important learning experiences which prepare an officer for each type assignment listed below.

RESPONSE (%)	Most Important	2d Most Important	3d Most Important
35. High level staff			
A. Service School (resident)	58.9	25.5	8.4
B. Service School (non-resident)	0.3	3.3	2.1
C. Civilian Graduate Education	4.2	18.6	13.5
D. Civilian Short Course	0.3	—	0.6
E. Self Study	2.7	13.5	24.9
F. Correspondence Course	—	0.9	0.9
G. Unit Experience (OJT)	24.0	18.0	15.6
H. Coached by Mentor	7.5	16.2	26.7
I. Other	0.0	0.9	3.3

REMARKS "Resident service school" is the most important learning experience for high level staff assignments. "Civilian graduate education" and "mentoring" are next in importance.

TABLE 38

Items 33 through 40 ask you to identify the three most important learning experiences which prepare an officer for each type assignment listed below.

RESPONSE (%)	Most Important	2d Most Important	3d Most Important
36. Combined/Joint Staff			
A. Service School (resident)	64.3	21.6	7.8
B. Service School (non-resident)	—	5.4	2.4
C. Civilian Graduate Education	2.7	15.3	10.5
D. Civilian Short Course	—	—	0.6
E. Self Study	2.4	15.0	27.0
F. Correspondence Course	0.6	0.9	1.5
G. Unit Experience (OJT)	19.5	20.1	14.4
H. Coached by Mentor	7.5	17.4	25.8
I. Other	0.6	0.9	5.7

REMARKS "Resident service school" is selected as the most important learning experience for combined/joint staff assignments. "Unit experience (OJT)" and "self study" are next in importance.

TABLE 39

Items 33 through 40 ask you to identify the three most important learning experiences which prepare an officer for each type assignment listed below.

RESPONSE (%)	Most Important	2d Most Important	3d Most Important
37. Service School			
A. Service School (resident)	33.3	26.4	9.3
B. Service School (non-resident)	0.3	2.7	3.0
C. Civilian Graduate Education	6.0	14.4	9.3
D. Civilian Short Course	0.3	1.2	2.4
E. Self Study	6.3	20.1	27.0
F. Correspondence Course	0.3	3.0	4.2
G. Unit Experience (OJT)	49.2	18.0	11.7
H. Coached by Mentor	1.5	9.6	24.3
I. Other	0.6	0.9	3.6

REMARKS "Unit experience (OJT)" is selected as the most important learning experience for service school assignments. "Resident service schools" and "self study" are next in importance.



TABLE 40

Items 33 through 40 ask you to identify the three most important learning experiences which prepare an officer for each type assignment listed below.

RESPONSE (%)	Most Important	2d Most Important	3d Most Important
38. Specialty Immaterial			
A. Service School (resident)	32.1	24.9	13.2
B. Service School (non-resident)	0.3	3.3	1.5
C. Civilian Graduate Education	12.3	13.5	9.6
D. Civilian Short Course	2.1	6.3	3.9
E. Self Study	7.2	22.2	21.6
F. Correspondence Course	—	3.0	3.9
G. Unit Experience (OJT)	36.9	12.3	13.5
H. Coached by Mentor	4.8	8.7	22.5
I. Other	0.6	1.2	2.7

REMARKS. Unit experience (OJT) is selected as the most important learning experience for specialty immaterial assignments. "Resident service schools" and "mentoring" are next in importance.

TABLE 41

Items 33 through 40 ask you to identify the three most important learning experiences which prepare an officer for each type assignment listed below.

RESPONSE (%)	Most Important	2d Most Important	3d Most Important
39. High Tech			
A. Service School (resident)	9.6	16.8	12.3
B. Service School (non-resident)	0.9	0.3	1.2
C. Civilian Graduate Education	68.8	10.2	5.4
D. Civilian Short Course	2.7	20.7	8.4
E. Self Study	3.6	23.4	28.5
F. Correspondence Course	—	0.9	2.7
G. Unit Experience (OJT)	7.2	11.7	14.1
H. Coached by Mentor	2.4	8.4	16.5
I. Other	0.6	1.5	4.5

REMARKS. Civilian graduate education is selected as the most important learning experience for "high technology assignments." "Self study" is next in importance.

TABLE 42

Items 33 through 40 ask you to identify the three most important learning experiences which prepare an officer for each type assignment listed below.

RESPONSE (%)	Most Important	2d Most Important	3d Most Important
40. Other			
A. Service School (resident)	21.1	22.0	20.0
B. Service School (non-resident)	—	—	—
C. Civilian Graduate Education	21.1	1.6	7.5
D. Civilian Short Course	2.6	1.2	5.0
E. Self Study	1.5	1.1	20.0
F. Correspondence Course	—	—	2.5
G. Unit Experience (OJT)	31.6	22.0	1.0
H. Coached by Mentor	5.3	7.3	25.0
I. Other	7.9	4.9	5.0

REMARKS. Eighty-eight percent did not respond to this item. The data above reflect the remainder of the responses.

TABLE 43

For items 41-47, select the two most important objectives that should be accomplished by each school listed below. Do not be limited in your response by how schools may be today—respond as to how you think they should be.

RESPONSE %	Most Important	2d Most Important
41. Precommissioning		
A. Develop basic military skills	48.3	28.2
B. Develop basic branch skills	0.3	4.8
C. Prepare for command	—	0.9
D. Prepare for high level staff position	—	—
E. Prepare for staff position (division or below)	—	—
F. Prepare for both command and staff	0.3	0.3
G. Operational level warfighting skills	—	0.9
H. Cognitive skills/concept integration	6.3	7.8
I. Inculcation of Army values	38.1	38.4
J. Socialization	3.0	12.0
K. Leadership and development of large/complex organizations	—	0.6
L. Drop this school	—	—
M. Other	0.9	1.8

REMARKS "Develop basic military skills" and "Incultation of Army values" are selected as the two most important objectives of precommissioning.

TABLE 44

For items 41-47, select the two most important objectives that should be accomplished by each school listed below. Do not be limited in your response by how schools may be today—respond as to how you think they should be.

RESPONSE %	Most Important	2d Most Important
42. OBC		
A. Develop basic military skills	31.8	15.6
B. Develop basic branch skills	56.8	30.0
C. Prepare for command	0.3	6.6
D. Prepare for high level staff position	—	—
E. Prepare for staff position (division or below)	—	0.3
F. Prepare for both command and staff	—	0.9
G. Operational level warfighting skills	0.9	8.7
H. Cognitive skills/concept integration	0.6	1.5
I. Inculcation of Army values	5.1	25.2
J. Socialization	1.2	6.9
K. Leadership and development of large/complex organizations	—	0.3
L. Drop this school	0.3	—
M. Other	0.9	0.6

REMARKS "Develop basic branch skills" and "Incultation of Army values" are selected as the two most important objectives of OBC.

TABLE 45

For items 41-47, select the two most important objectives that should be accomplished by each school listed below. Do not be limited in your response by how schools may be today—respond as to how you think they should be.

RESPONSE %	Most Important	2d Most Important
43. OAC		
A. Develop basic military skills	2.1	1.2
B. Develop basic branch skills	14.1	9.9
C. Prepare for command	43.3	14.1
D. Prepare for high level staff position	0.3	0.9
E. Prepare for staff position (division or below)	3.3	17.4
F. Prepare for both command and staff	25.8	10.8
G. Operational level warfighting skills	5.4	23.4
H. Cognitive skills/concept integration	01.5	5.7
I. Inculcation of Army values	0.9	3.6
J. Socialization	—	5.7
K. Leadership and development of large/complex organizations	—	0.3
L. Drop this school	1.5	0.9
M. Other	0.6	1.5

REMARKS: "Prepare for command" and "Operational level warfighting skills" are selected as the two most important objectives of OAC.

TABLE 46

For items 41-47, select the two most important objectives that should be accomplished by each school listed below. Do not be limited in your response by how schools may be today—respond as to how you think they should be.

RESPONSE (%)	Most Important	2d Most Important
44. CAS3		
A. Develop basic military skills	0.6	1.1
B. Develop basic branch skills	0.6	0.4
C. Prepare for command	1.8	3.9
D. Prepare for high level staff position	3.3	7.7
E. Prepare for staff position (division or below)	53.5	13.0
F. Prepare for both command and staff	13.5	11.6
G. Operational level warfighting skills	3.9	14.4
H. Cognitive skills/concept integration	1.5	31.2
I. Inculcation of Army values	0.3	2.8
J. Socialization	0.3	2.8
K. Leadership and development of large/complex organizations	0.3	0.4
L. Drop this school	16.2	9.8
M. Other	0.3	1.1

REMARKS. Prepare for staff position (division or below)" and "Cognitive skills/concept integration" are selected as the two most important objectives of CAS3.

TABLE 47

For items 41-47, select the two most important objectives that should be accomplished by each school listed below. Do not be limited in your response by how schools may be today—respond as to how you think they should be.

RESPONSE (%)	Most Important	2d Most Important
45 CGSC		
A Develop basic military skills	0.3	—
B Develop basic branch skills	—	—
C Prepare for command	7.1	7.3
D Prepare for high level staff position	20.3	19.0
E Prepare for staff position (division or below)	7.1	5.1
F Prepare for both command and staff	51.4	11.7
G Operational level warfighting skills	11.4	27.0
H Cognitive skills/concept integration	0.9	14.3
I Inculcation of Army values	0.3	2.5
J Socialization	0.3	4.1
K Leadership and development of large/complex organizations	0.6	8.3
L Drop this school	—	—
M Other	0.3	0.6

REMARKS. Prepare for both command and staff and Operational level warfighting skills are selected as the two most important objectives of CGSC.

TABLE 48

For items 41-47, select the two most important objectives that should be accomplished by each school listed below. Do not be limited in your response by how schools may be today—respond as to how you think they should be.

RESPONSE (%)	Most Important	2d Most Important
46 AMSP		
A Develop basic military skills	1.0	—
B Develop basic branch skills	0.3	—
C Prepare for command	3.2	3.2
D Prepare for high level staff position	17.4	13.7
E Prepare for staff position (division or below)	1.3	3.4
F Prepare for both command and staff	17.1	9.1
G Operational level warfighting skills	15.5	11.0
H Cognitive skills/concept integration	12.9	22.3
I Inculcation of Army values	—	1.5
J Socialization	—	2.7
K Leadership and development of large/complex organizations	4.5	15.3
L Drop this school	25.8	14.4
M Other	1.0	1.1

REMARKS. "Drop this school" is the most frequently selected response (26%). The second most important objective selected is "Cognitive skills/concept integration."

TABLE 49

For items 41-47, select the two most important objectives that should be accomplished by each school listed below. Do not be limited in your response by how schools may be today—respond as to how you think they should be.

RESPONSE (%)	Most Important	2d Most Important
47 SSC		
A Develop basic military skills	0.6	—
B Develop basic branch skills	—	—
C Prepare for command	5.6	2.2
D Prepare for high level staff position	13.9	21.1
E Prepare for staff position (division or below)	—	0.3
F Prepare for both command and staff	16.1	2.5
G Operational level warfighting skills	5.9	9.1
H Cognitive skills/concept integration	6.8	16.7
I Inculcation of Army values	1.5	2.5
J Socialization	1.5	7.6
K Leadership and development of large/complex organizations	46.4	29.7
L Drop this school	0.3	—
M Other	1.2	2.2

REMARKS. Leadership and development of large/complex organizations and Prepare for high level staff position are the two most frequently selected objectives for senior service college.

TABLE 50

ITEM: 48. Items 48 through 53 ask you to indicate the extent to which a particular school occurs at the right time in an officer's career.

RESPONSE %	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
48. OBC									
A. More than two years too early	13	—	31	—	04	—	40	—	09
B. A little too early	13	0.8	—	—	04	3.4	20	—	09
C. About right	97.3	98.4	93.8	100	98.2	96.6	94.0	100	97.6
D. A little too late	—	—	—	—	—	—	—	—	—
E. More than two years too late	—	—	—	—	—	—	—	—	—
F. Drop this school	—	0.8	3.1	—	09	—	—	—	0.6

REMARKS: Ninety-eight percent feel that the timing of OBC is "About right."

TABLE 51

ITEM: 49. Items 48 through 53 ask you to indicate the extent to which a particular school occurs at the right time in an officer's career.

RESPONSE (%)	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
49. OAC									
A. More than two years too early	20	31	—	—	22	—	4.0	—	2.1
B. A little too early	17.4	16.3	12.5	—	13.8	24.1	26.0	5.9	15.9
C. About right	68.5	66.7	71.9	85.7	68.0	72.4	64.0	82.4	69.2
D. A little too late	11.4	11.6	9.4	14.3	13.3	3.4	6.0	11.8	11.0
E. More than two years too late	—	1.6	—	—	0.9	—	—	—	0.6
F. Drop this school	0.7	0.8	6.3	—	1.8	—	—	—	1.2

REMARKS: Seventy percent feel that OAC occurs at about the right time in an officer's career.

TABLE 52

ITEM: 50. Items 48 through 53 ask you to indicate the extent to which a particular school occurs at the right time in an officer's career.

RESPONSE (%)	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
50. CAS3									
A. More than two years too early	14	08	—	—	04	—	4.1	—	09
B. A little too early	8.2	4.7	9.4	—	5.4	6.9	14.3	—	6.5
C. About right	62.6	60.9	62.5	83.3	59.6	75.9	57.1	87.5	63.0
D. A little too late	5.4	7.0	6.3	16.7	8.1	3.4	4.1	—	6.5
E. More than two years too late	—	0.8	—	—	0.4	—	—	—	0.3
F. Drop this school	22.4	23.8	21.9	—	26.0	13.8	20.4	12.5	22.8

REMARKS: Sixty-three percent feel that the timing of CAS3 is about right however, 23% recommend this school be "dropped"

TABLE 53

ITEM: 51. Items 48 through 53 ask you to indicate the extent to which a particular school occurs at the right time in an officer's career.

RESPONSE (%)	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
51. CGSC									
A. More than two years too early	20	08	—	—	—	—	4.0	11.8	1.2
B. A little too early	8.1	10.9	9.4	—	8.9	13.8	12.0	—	9.5
C. About right	75.0	80.6	87.5	100	80.4	72.4	74.0	82.4	78.9
D. A little too late	13.5	6.2	3.1	—	8.9	13.8	10.0	5.9	9.2
E. More than two years too late	0.7	1.6	—	—	1.3	—	—	—	0.9
F. Drop this school	0.7	—	—	—	0.4	—	—	—	0.3

REMARKS: Seventy-nine percent feel that the timing of CGSC is "about right."

TABLE 54

ITEM: 52. Items 48 through 53 ask you to indicate the extent to which a particular school occurs at the right time in an officer's career

RESPONSE %	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
52. AMSP									
A More than two years too early	1.4	0.8	—	—	—	—	4.3	7.1	1.0
B A little too early	5.1	5.7	6.3	—	4.7	6.9	8.5	—	5.2
C About right	60.1	54.5	53.1	71.4	57.0	65.5	53.2	71.4	58.4
D A little too late	3.6	3.3	3.1	—	2.8	3.4	4.3	7.1	3.2
E More than two years too late	—	0.8	—	—	0.5	—	—	—	0.3
F Drop this school	29.7	35.0	37.5	28.6	35.0	24.1	29.8	14.3	31.9

REMARKS: Almost one-third recommend this school be dropped, otherwise, most (58%) indicate that the timing of AMSP is "about right"

TABLE 55

ITEM: 53. Items 48 through 53 ask you to indicate the extent to which a particular school occurs at the right time in an officer's career

RESPONSE (%)	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
53. SSC									
A More than two years too early	1.4	0.8	—	—	0.4	—	4.0	—	0.9
B A little too early	7.4	9.3	9.4	14.3	8.0	13.8	8.0	5.9	8.3
C About right	84.5	82.2	84.4	85.7	84.8	75.9	80.0	82.4	83.5
D A little too late	5.4	7.0	—	—	5.4	6.9	8.0	5.9	5.8
E More than two years too late	1.4	0.8	3.1	—	0.9	3.4	—	5.9	1.2
F Drop this school	—	—	3.1	—	0.4	0.0	—	—	0.3

REMARKS: Eighty-four percent feel that SSC occurs at about the right time in an officer's career.

TABLE 56

ITEM: 54. The best action to be taken with respect to OAC, CAS3, and CGSC is:

RESPONSE (%)	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
A. Keep all three	38.9	33.9	34.3	57.1	32.1	43.3	51.0	47.1	37.1
B. Delete OAC	2.7	1.6	2.9	14.3	3.1	—	—	5.9	2.4
C. Delete CAS3	19.5	16.5	8.6	14.3	19.6	3.3	15.7	11.8	16.7
D. Delete CGSC	0.7	0.8	—	—	0.9	—	—	—	0.6
E. Merge OAC and CAS3	23.5	33.9	25.7	14.3	28.6	30.0	19.6	29.4	27.4
F. Merge CAS3 and CGSC	9.4	7.9	20.0	—	10.7	16.7	3.9	5.9	9.7
G. Other (specify)	2.0	3.9	5.7	—	2.7	3.3	5.9	—	3.3
H. Don't know	3.4	1.6	2.9	—	2.2	3.3	3.9	—	2.7

REMARKS: Although 37% recommend that all three schools be kept, 17% recommend that CAS3 be deleted, and 27% recommend that CAS3 be merged with OAC

TABLE 57

ITEMS	% Agree								
	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
55 All Army officers should receive joint/combined operation training	69.1	66.9	67.6	71.5	68.2	76.7	66.7	52.9	67.6
56 CGSC (either resident or non-resident) should be a prerequisite for attendance at AFSC	16.1	24.0	32.4	—	23.1	26.7	11.8	5.9	21.5
57 AFSC should continue to be considered a CGSC equivalent school	75.1	66.9	55.8	71.4	68.2	70.0	72.5	100.0	69.5

REMARKS The above "agree" data are developed by combining "strongly agree," "agree," and "slightly agree" responses. a) Sixty-seven percent feel that all officers should receive joint/combined operation training. b) Most generals feel CGSC should not be a prerequisite for AFSC. c) Seventy percent feel AFSC should continue to be considered a CGSC equivalent school.

TABLE 58

ITEM: 58. The number of officers attending CGSC (Resident) each year should be:

RESPONSE (%)	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
A Expanded to accommodate all eligible officers	22.3	20.6	22.9	—	19.4	26.7	19.6	35.3	20.8
B Remain the same as now	67.6	70.6	71.4	71.4	69.4	66.7	72.5	58.8	68.8
C Reduced	3.4	4.8	5.7	14.3	5.4	—	2.0	5.9	4.9
D No opinion, don't know	6.8	4.0	—	14.3	5.9	6.7	5.9	—	5.5

REMARKS Most general officers (69%) feel that the number of officers attending CGSC each year should remain the same as now.

TABLE 59

ITEM: 59. Who should attend CGSC (Resident)?

RESPONSE (%)	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
A All eligible officers	15.4	7.1	17.1	—	10.8	16.7	13.7	11.8	11.9
B Only those officers with potential for command	2.7	2.4	—	—	2.2	—	2.0	5.9	2.1
C Those officers with potential for high level staff assignments	2.0	0.8	—	—	1.8	—	—	—	1.2
D Both B and C	76.5	83.3	80.0	100	80.7	80.0	80.4	76.5	80.5
E Other	3.4	5.6	2.9	—	4.0	3.3	3.9	5.9	4.0
F No opinion, don't know	—	0.8	—	—	0.4	—	—	—	0.3

REMARKS Eighty-four percent feel that CGSC should be attended by those with potential for command and/or high level staff assignments.

TABLE 60

ITEM: 60. In your opinion, what is the maximum single block of time that an officer in your field should be in assignments "away from troops" (i.e. assignments other than those having tactical or wartime mission significance)?

RESPONSE %	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
A. 1 year or less	0.7	—	—	—	0.5	—	—	—	0.3
B. 2 years	16.4	8.7	9.1	—	15.0	—	5.9	18.8	12.0
C. 3 years	42.5	51.2	48.5	42.9	53.2	40.0	27.5	31.3	46.9
D. 4 years	22.6	16.5	21.2	57.1	16.8	40.0	31.4	6.3	20.7
E. 5 years	8.2	12.6	9.1	—	8.2	6.7	17.6	19.8	9.9
F. 6 years	6.2	7.9	9.1	—	4.5	10.0	13.7	6.3	6.8
G. 7 years	—	—	—	—	—	—	—	—	—
H. 8 years	0.7	—	—	—	0.5	—	—	—	0.6
I. More than 8 years:	2.7	3.1	3.0	—	1.4	3.3	3.9	18.8	2.8

REMARKS: The median response overall is that the maximum time an officer can spend "away from troops" is about "3 years" (CA = 3 years; CS = 4 years, CSS = 4 years; SP = 4 years)

TABLE 61

ITEM: 61. Should officers be required to pass a military skills competency test prior to promotion to the next grade?

RESPONSE (%)	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
A. Definitely not	28.7	28.5	22.9	14.3	23.2	36.7	37.3	52.9	27.9
B. Yes, for all grade levels	11.3	6.2	17.1	14.3	9.2	16.7	7.8	11.8	10.2
C. Yes, for 0-1 only	1.3	4.6	5.7	—	2.6	—	7.8	—	0.3
D. Yes, for 0-1 and 0-2 only	6.0	6.2	5.7	—	5.3	6.7	9.8	—	5.7
E. Yes, for 0-2 only	—	1.5	—	—	0.9	—	—	—	0.6
F. Yes, for 0-1, 0-2 and 0-3 only	21.3	18.5	14.3	14.3	20.6	16.7	19.6	11.8	19.5
G. Yes, for 0-3 only	2.7	15.0	—	—	2.2	3.3	—	—	18.0
H. Yes, for 0-1, 0-2, 0-3 and 0-4 only	20.0	19.2	22.9	14.3	23.2	10.0	11.8	5.9	19.5
I. Yes, for 0-4 only	2.0	2.3	5.7	14.3	0.6	—	3.9	5.9	2.7
J. Yes, for some combination of grades other than above	6.0	6.2	2.9	28.6	7.0	6.7	2.0	5.9	6.3

REMARKS: While 28% are definitely opposed to the requirement for officers to pass a skills competency test prior to promotion to the next grade, 72% are inclined to accept some form of testing—essentially at company grade level

TABLE 62

ITEM: 62. Who should have the primary responsibility for professional development of officers?

RESPONSE (%)	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
A. MILPERCEN	24.0	20.8	8.8	14.3	19.3	30.0	31.4	5.9	21.1
B. The branch proponent (i.e. branch service school)	40.4	40.0	32.4	42.9	35.8	43.3	35.3	88.2	39.9
C. The commanding officer/supervisor in each duty assignment	18.5	16.8	35.3	28.6	24.3	10.0	11.8	—	19.5
D. Individual officers are responsible for their own development	17.1	22.4	23.5	14.3	20.6	16.7	21.6	5.9	19.5

REMARKS: There is no consensus, all the players above are selected by a significant number of generals as having the primary responsibility for professional development of officers. The mode (40%) is "branch proponent"

TABLE 63

ITEMS	% Agree								
	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
63. Most officers are promoted before they become competent at their existing grade level	24.7	22.2	21.3	28.6	24.1	20.0	23.6	29.5	24.0
64. The promotion potential of officers assigned as instructors to TRADOC schools should meet at least the Army average	98.1	97.7	94.1	85.8	96.8	96.7	97.1	100.0	97.2
65. A major factor in the evaluation of commanders should be the extent to which they develop the officers serving under them (mentoring)	96.0	96.8	94.3	100.0	95.6	93.3	98.0	93.7	95.8
66. More emphasis should be placed on the development of officers while they are in units.	96.0	93.7	97.2	100.0	97.4	100.0	96.1	93.7	97.3
67. The method of instructing small groups of students by having a faculty member serve as team leader/coach/mentor should be expanded to all Army officer schools.	66.9	72.7	71.5	71.5	78.8	73.4	76.4	68.7	70.6

REMARKS: The "agree" scales above are achieved by combining "strongly agree - agree - slightly agree" data. a) Most general officers are satisfied with current promotion policies. For example, only 24% feel officers are promoted prior to achieving competence at their existing grade level. b) There is strong consensus that TRADOC instructors should meet at least the Army average (97%); also, "small group" is the preferred MOI with a mentoring faculty (77%). c) Ninety-six percent feel commanders should be evaluated to the extent they develop subordinates. d) Unit experience is seen as the key to officer development, 97% feel more emphasis is needed in this regard.

TABLE 64

ITEM: 68. Increased resources should be applied to developing officers for:

RESPONSE %	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
A. TOE type assignments	18.1	18.3	18.8	20.0	21.7	10.3	8.0	12.5	17.9
B. TDA type assignments	5.6	7.1	9.4	—	7.8	3.4	4.0	—	6.4
C. Both TOE and TDA type assignments	37.5	34.1	34.4	—	31.8	34.5	52.0	43.8	35.9
D. There should be no change from current emphasis	29.9	31.7	28.1	60.0	29.5	44.8	28.0	31.3	30.8
E. No opinion, don't know	9.0	8.7	9.4	20.0	9.2	6.9	8.0	12.5	9.0

REMARKS: There is no consensus other than a general opinion that more resources should be applied to developing officers for either TOE or TDA assignments. Thirty-one percent feel there should be no change from current emphasis.



TABLE 65

ITEM. Items 69 through 78 ask you to identify to what extent each of the listed learning experiences helped prepare you to perform the duties of your current assignment.

RESPONSE (%)	Extremely Helpful	Somewhat Helpful	Little/No Help	N/A
69. Service School (resident)	46.5	41.2	10.5	1.8
70. Service School (non-resident)	3.6	4.2	7.8	84.4
71. Advanced Civilian Schooling	37.7	33.0	20.7	7.6
72. Correspondence Course	2.6	12.1	14.7	70.6
73. Civilian Short Course	11.0	18.9	12.6	59.4
74. Self Study	57.8	36.3	2.2	3.7
75. Unit Experience (OJT)	78.5	15.1	2.5	4.0
76. Prior assignments other than units	58.8	33.5	6.5	1.2
77. Coaching by mentor	38.2	37.6	11.8	12.4
78. Other	—	—	—	—

REMARKS. Across grades and assignments, the three most likely learning experiences to be selected "extremely helpful" are. Unit Experience (79%), Prior assignments (59%) and Self Study (58%).

TABLE 65A

ITEM: Items 69 through 78 ask you to identify to what extent each of the listed learning experiences helped prepare you to perform the duties of your current assignment.

Current Assignment: Combat Army Troop Leader/Reserve Component and Mobilization

RESPONSE	Extremely Helpful	Somewhat Helpful	Little/No Help	N/A
69. Service School (resident)	46.2	43.1	10.8	—
70. Service School (non-resident)	—	4.9	9.8	85.2
71. Advanced Civilian Schooling	15.2	30.3	47.0	7.6
72. Correspondence Course	—	11.3	6.5	82.3
73. Civilian Short Course	3.2	7.9	14.3	74.6
74. Self Study	49.2	46.2	4.6	—
75. Unit Experience (OJT)	93.8	6.2	—	—
76. Prior assignments other than units	37.9	51.5	10.6	—
77. Coaching by mentor	40.0	38.5	12.3	9.2
78. Other	—	—	—	—

REMARKS. For all those general officers currently assigned to a Combat Army Troop Leader or Reserve Component and Mobilization assignment, "Unit Experience (OJT)" is by far the most frequently cited learning experience in terms of preparation for current assignment.

TABLE 65B

ITEM. Items 69 through 78 ask you to identify to what extent each of the listed learning experiences helped prepare you to perform the duties of your current assignment.

Current Assignment: Combat Developments/Combined Arms Doctrine

RESPONSE	Extremely Helpful	Somewhat Helpful	Little/No Help	N/A
69. Service School (resident)	71.4	28.6	—	—
70. Service School (non-resident)	—	—	40.0	60.0
71. Advanced Civilian Schooling	28.6	42.9	14.3	14.3
72. Correspondence Course	—	14.3	28.6	57.1
73. Civilian Short Course	—	28.6	57.1	14.3
74. Self Study	71.4	28.6	—	—
75. Unit Experience (OJT)	100.0	—	—	—
76. Prior assignments other than units	85.7	14.3	—	—
77. Coaching by mentor	71.4	14.3	14.3	—
78. Other	—	—	—	—

REMARKS. For those general officers serving in Combat Developments/Combined Arms Doctrine assignments, the most valuable learning experiences in rank order include. (1) Unit Experience (OJT), (2) Prior assignments other than units, (3) Coaching by mentor, Self-Study and Resident Service School (tie).

TABLE 65C

ITEM: Items 69 through 79 ask you to identify to what extent each of the listed learning experiences helped prepare you to perform the duties of your current assignment.

Current Assignment: Command, Control, Communications/Information Management

RESPONSE	Extremely Helpful	Somewhat Helpful	Little/No Help	N/A
69. Service School (resident)	65.0	35.0	—	—
70. Service School (non-resident)	10.5	5.3	5.3	78.9
71. Advanced Civilian Schooling	60.0	20.0	15.0	5.0
72. Correspondence Course	—	10.0	20.0	70.0
73. Civilian Short Course	10.0	35.0	5.0	50.0
74. Self Study	65.0	35.0	—	—
75. Unit Experience (OJT)	60.0	25.0	—	15.0
76. Prior assignments other than units	65.0	15.0	10.0	10.0
77. Coaching by mentor	40.0	30.0	15.0	15.0
78. Other	—	—	—	—

REMARKS: For those general officers currently in Command, Control, Communications/Information Management assignments, the most helpful learning experiences have been Resident Service Schools (65%), Self-Study (65%), and Assignment Experiences (OJT).

TABLE 65D

ITEM: Items 69 through 78 ask you to identify to what extent each of the listed learning experiences helped prepare you to perform the duties of your current assignment.

Current Assignment: Intelligence

RESPONSE	Extremely Helpful	Somewhat Helpful	Little/No Help	N/A
69. Service School (resident)	37.5	62.5	—	—
70. Service School (non-resident)	—	14.3	—	85.7
71. Advanced Civilian Schooling	50.0	37.5	—	12.5
72. Correspondence Course	—	14.3	—	85.7
73. Civilian Short Course	14.3	28.6	14.3	42.9
74. Self Study	37.5	50.0	—	12.5
75. Unit Experience (OJT)	50.0	50.0	—	—
76. Prior assignments other than units	87.5	12.5	—	—
77. Coaching by mentor	12.5	62.5	12.5	12.5
78. Other	—	—	—	—

REMARKS: For those general officers in Intelligence assignments, the three most helpful learning experiences were: Assignments (88%), Unit Experiences (OJT) (50%), and Advanced Civil Schooling (50%).

TABLE 65E

ITEM: Items 69 through 78 ask you to identify to what extent each of the listed learning experiences helped prepare you to perform the duties of your current assignment.

Current Assignment: Joint/International/Security Assistance

RESPONSE	Extremely Helpful	Somewhat Helpful	Little/No Help	N/A
69. Service School (resident)	28.6	57.1	14.3	—
70. Service School (non-resident)	7.7	—	7.7	84.6
71. Advanced Civilian Schooling	35.7	50.0	14.3	—
72. Correspondence Course	—	7.7	7.7	84.6
73. Civilian Short Course	14.3	28.6	14.3	42.9
74. Self Study	57.1	42.9	—	—
75. Unit Experience (OJT)	64.3	21.4	14.3	—
76. Prior assignments other than units	57.1	35.7	7.1	—
77. Coaching by mentor	21.4	35.7	28.6	14.3
78. Other	—	—	—	—

REMARKS: For those general officers in Joint/International/Security Assistance assignments, the most helpful learning experiences have been: Unit Experience (OJT) (64%), Self Study (57%) and Prior assignments (57%).

TABLE 65F

ITEM: Items 69 through 78 ask you to identify to what extent each of the listed learning experiences helped prepare you to perform the duties of your current assignment.

Current Assignment: Logistics

RESPONSE	Extremely Helpful	Somewhat Helpful	Little/No Help	N/A
69. Service School (resident)	40.0	32.0	28.0	—
70. Service School (non-resident)	—	4.2	20.8	75.0
71. Advanced Civilian Schooling	45.8	41.7	4.2	8.3
72. Correspondence Course	4.2	12.5	25.0	58.3
73. Civilian Short Course	8.0	16.0	12.0	64.0
74. Self Study	56.0	28.0	4.0	12.0
75. Unit Experience (OJT)	68.0	16.0	8.0	8.0
76. Prior assignments other than units	72.0	20.0	4.0	4.0
77. Coaching by mentor	29.2	29.2	8.3	33.3
78. Other	—	—	—	—

REMARKS: For general officers in Logistics assignments, the most helpful learning experiences have been Prior assignments (72%), Unit Experiences (OJT) (68%), and Self Study (56%).

TABLE 65G

ITEM: Items 69 through 78 ask you to identify to what extent each of the listed learning experiences helped prepare you to perform the duties of your current assignment.

Current Assignment: Operations Planning/Strategy

RESPONSE	Extremely Helpful	Somewhat Helpful	Little/No Help	N/A
69. Service School (resident)	43.8	56.3	—	—
70. Service School (non-resident)	—	7.1	—	92.9
71. Advanced Civilian Schooling	33.3	26.7	33.3	6.7
72. Correspondence Course	—	21.4	7.1	71.4
73. Civilian Short Course	7.1	14.3	14.3	64.3
74. Self Study	50.0	43.8	6.3	—
75. Unit Experience (OJT)	68.8	18.8	6.3	6.3
76. Prior assignments other than units	56.3	43.8	—	—
77. Coaching by mentor	40.0	33.3	20.0	6.7
78. Other	—	—	—	—

REMARKS: For general officers in Operations Planning/Strategy assignments, the most helpful learning experiences have been Unit Experience (OJT) (69%), Prior assignments other than units (56%), and Self Study (50%).

TABLE 65H

ITEM: Items 69 through 78 ask you to identify to what extent each of the listed learning experiences helped prepare you to perform the duties of your current assignment.

Current Assignment: Personnel/Manpower

RESPONSE	Extremely Helpful	Somewhat Helpful	Little/No Help	N/A
69. Service School (resident)	50.0	33.3	16.7	—
70. Service School (non-resident)	—	—	18.2	81.8
71. Advanced Civilian Schooling	33.3	58.3	8.3	—
72. Correspondence Course	—	—	18.2	81.8
73. Civilian Short Course	9.1	18.2	9.1	63.6
74. Self Study	50.0	33.3	—	16.7
75. Unit Experience (OJT)	75.0	8.3	8.3	8.3
76. Prior assignments other than units	66.7	16.7	16.7	—
77. Coaching by mentor	33.3	33.3	25.0	8.3
78. Other	—	—	—	—

REMARKS: For general officers in Personnel/Manpower assignments, the most helpful learning experiences have been Unit Experience (OJT) (75%), Prior assignments other than units (67%).

TABLE 65I

ITEM: Items 69 through 78 ask you to identify to what extent each of the listed learning experiences helped prepare you to perform the duties of your current assignment

Current Assignment: Research, Development, Acquisition

RESPONSE	Extremely Helpful	Somewhat Helpful	Little/No Help	N/A
69. Service School (resident)	25.9	51.9	18.5	3.7
70. Service School (non-resident)	7.7	—	3.8	88.5
71. Advanced Civilian Schooling	59.3	25.9	11.1	3.7
72. Correspondence Course	—	19.2	15.4	65.4
73. Civilian Short Course	25.9	14.8	22.2	37.0
74. Self Study	74.1	22.2	—	3.7
75. Unit Experience (OJT)	63.0	22.2	7.4	7.4
76. Prior assignments other than units	80.8	19.2	—	—
77. Coaching by mentor	55.6	37.0	7.4	—
78. Other	100	—	—	—

REMARKS For general officers in RDA assignments, the most helpful learning experiences have been. Prior assignments (81%), Self Study (74%), and Unit Experience (OJT) (74%).

TABLE 65J

ITEM: Items 69 through 78 ask you to identify to what extent each of the listed learning experiences helped prepare you to perform the duties of your current assignment.

Current Assignment: Resource Management

RESPONSE	Extremely Helpful	Somewhat Helpful	Little/No Help	N/A
69. Service School (resident)	44.4	55.6	—	—
70. Service School (non-resident)	—	22.2	11.1	66.7
71. Advanced Civilian Schooling	55.6	22.2	—	22.2
72. Correspondence Course	—	22.2	22.2	55.6
73. Civilian Short Course	11.1	55.6	11.1	22.2
74. Self Study	55.6	44.4	—	—
75. Unit Experience (OJT)	77.8	11.1	—	11.1
76. Prior assignments other than units	66.7	33.3	—	—
77. Coaching by mentor	44.4	44.4	11.1	—
78. Other	100	—	—	—

REMARKS For general officers in Resource Management Assignments, the most helpful learning experiences have been. unit experience/OJT (78%), Prior assignments other than units (67%), Self Study (56%), and Advanced Civilian Schooling (56%).

TABLE 65K

ITEM: Items 69 through 78 ask you to identify to what extent each of the listed learning experiences helped prepare you to perform the duties of your current assignment

Current Assignment: Training

RESPONSE	Extremely Helpful	Somewhat Helpful	Little/No Help	N/A
69. Service School (resident)	58.8	35.3	—	5.9
70. Service School (non-resident)	—	—	5.9	94.1
71. Advanced Civilian Schooling	23.5	47.1	11.8	17.6
72. Correspondence Course	—	17.6	17.6	64.7
73. Civilian Short Course	5.9	17.6	11.8	64.7
74. Self Study	52.9	35.3	5.9	5.9
75. Unit Experience (OJT)	94.1	5.9	—	—
76. Prior assignments other than units	41.2	52.9	5.9	—
77. Coaching by mentor	47.1	29.4	17.6	5.9
78. Other	100	—	—	—

REMARKS For those general officers in Training assignments, the most helpful learning experiences have been. Unit Experience (OJT) (94%), Resident Service Schools (59%), and Self Study (53%)

TABLE 65L

ITEM. Items 69 through 78 ask you to identify to what extent each of the listed learning experiences helped prepare you to perform the duties of your current assignment

Current Assignment: Other

RESPONSE	Extremely Helpful	Somewhat Helpful	Little/No Help	N/A
69. Service School (resident)	46.4	41.1	10.7	1.8
70. Service School (non-resident)	3.6	5.5	3.6	87.3
71. Advanced Civilian Schooling	42.9	32.1	14.3	10.7
72. Correspondence Course	3.6	7.3	16.4	72.7
73. Civilian Short Course	10.9	20.0	9.1	60.0
74. Self Study	55.4	35.7	1.8	7.1
75. Unit Experience (OJT)	80.4	17.9	—	1.8
76. Prior assignments other than units	64.3	30.4	3.6	1.8
77. Coaching by mentor	34.5	40.0	7.3	18.2
78. Other	100	—	—	—

REMARKS. The other category includes a wide range of type assignments that do not fit in any of the other position categories.

TABLE 66

ITEM: Items 79 through 88 ask you to identify to what extent each of the listed learning experiences helped lay the foundation for your growth throughout your career and/or enables you to make future contributions to the Army.

RESPONSE	Extremely Helpful	Somewhat Helpful	Little/No Help	N/A
79. Service School (resident)	64.2	33.4	2.1	.3
80. Service School (non-resident)	2.5	5.4	8.3	83.8
81. Advanced Civilian Schooling	41.6	35.2	15.1	8.1
82. Correspondence Course	2.5	18.1	18.1	61.4
83. Civilian Short Course	9.0	23.5	14.2	53.4
84. Self Study	63.7	32.6	2.1	1.5
85. Unit Experience (OJT)	93.4	6.3	—	.3
86. Prior assignments other than units	66.5	29.6	3.3	.6
87. Coaching by mentor	47.6	37.6	8.8	6.1
88. Other	100	—	—	—

REMARKS. These questions are the same as for 69-78 except that the focus is on enabling a general officer to make future contributions to the Army. The most helpful learning experiences are: Unit Experiences (OJT) (93%), Prior assignments (67%), Resident Service Schools (64%), and Self Study (64%).

TABLE 67

ITEM: 89. Select the skills and abilities which are most important to you in your current position:

RESPONSE (%)	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
A. Communication skills (written and oral)	66.0	63.1	60.0	85.7	62.3	70.0	70.6	76.5	64.9
B. Time management skills	3.3	3.1	2.9	—	3.1	6.7	2.0	—	3.6
C. Resource management (other than time); skills	6.0	3.8	5.7	—	3.9	3.3	11.8	—	3.6
D. Setting priorities/ goals and planning abilities	6.0	12.3	8.6	14.3	10.1	6.7	5.9	5.9	8.7
E. Technical/tactical skills	2.0	0.8	2.9	—	2.2	—	—	—	1.5
F. Development of organizations	—	—	—	—	—	—	—	—	—
G. Concept integration/ cognitive abilities	2.7	3.1	—	—	2.2	—	5.9	—	2.4
H. Leadership and human relations skills	12.0	12.3	20.0	—	14.0	13.3	3.9	17.6	12.6
I. Ability to specifically develop strategy	0.7	0.8	—	—	0.9	—	—	—	0.6
J. Other	1.3	0.8	—	—	1.3	—	—	—	0.9

REMARKS: "Communication skills" is the most frequently selected category; "leadership/human relations skills" is a distant second.

TABLE 68

ITEM: 90. How far forward do the longest programs/projects over which you have control in your current assignment extend (i.e. How far forward do these programs/projects have an impact/payoff/results?)?

RESPONSE %	BG	MG	LTG	GEN	ALL
A. 1 week or less	0.7	0.8	—	—	0.6
B. Between 1 week and 1 month	—	0.8	—	—	0.6
C. Between 1 and 3 months	0.7	—	—	—	0.3
D. Between 3 and 6 months	—	0.8	—	—	0.3
E. Between 6 and 12 months	6.7	1.5	2.9	—	4.0
F. Between 1 and 2 years	11.3	3.8	11.4	—	8.3
G. Between 2 and 5 years	32.0	41.5	31.4	14.3	34.9
H. Between 5 and 10 years	25.3	26.2	34.3	57.1	26.9
I. Between 10 and 15 years	6.0	11.5	8.6	14.3	8.6
J. More than 15 years	17.3	13.1	11.4	14.3	15.6

REMARKS: The median response by grade: BG (2-5 years), MG (5-10 years), LTG (5-10 years), GEN (5-10 years).

TABLE 68A

ITEM: 90. How far forward do the longest programs/projects over which you have control in your current assignment extend (i.e. How far forward do these programs/projects have an impact/payoff/results?)?

RESPONSE %	Position: Combat Army Troop Leader/Reserve Component and Mobilization
A. 1 week or less	—
B. Between 1 week and 1 month	—
C. Between 1 and 3 months	1.5
D. Between 3 and 6 months	—
E. Between 6 and 12 months	12.1
F. Between 1 and 2 years	15.2
G. Between 2 and 5 years	39.4
H. Between 5 and 10 years	24.2
I. Between 10 and 15 years	3.0
J. More than 15 years	4.5

REMARKS: Median response = 2-5 years

TABLE 68B

ITEM: 90. How far forward do the longest programs/projects over which you have control in your current assignment extend (i.e. How far forward do these programs/projects have an impact/payoff/results?)?

RESPONSE %	Position: Combat Developments/ Combined Arms Doctrine
A. 1 week or less	—
B. Between 1 week and 1 month	—
C. Between 1 and 3 months	—
D. Between 3 and 6 months	—
E. Between 6 and 12 months	—
F. Between 1 and 2 years	—
G. Between 2 and 5 years	—
H. Between 5 and 10 years	57.1
I. Between 10 and 15 years	14.3
J. More than 15 years	28.6

REMARKS: Median = 5-10 years

TABLE 68C

ITEM: 90. How far forward do the longest programs/projects over which you have control in your current assignment extend (i.e. How far forward do these programs/projects have an impact/payoff/results?)?

RESPONSE %	Position	Command, Control, Communications, Information Management
A. 1 week or less	—	—
B. Between 1 week and 1 month	—	—
C. Between 1 and 3 months	—	—
D. Between 3 and 6 months	—	—
E. Between 6 and 12 months	4.8	—
F. Between 1 and 2 years	—	—
G. Between 2 and 5 years	38.1	—
H. Between 5 and 10 years	38.1	—
I. Between 10 and 15 years	9.5	—
J. More than 15 years	9.5	—

REMARKS: Median = 5-10 years.

TABLE 68D

ITEM: 90. How far forward do the longest programs/projects over which you have control in your current assignment extend (i.e. How far forward do these programs/projects have an impact/payoff/results?)?

RESPONSE %	Position: Intelligence
A. 1 week or less	—
B. Between 1 week and 1 month	—
C. Between 1 and 3 months	—
D. Between 3 and 6 months	—
E. Between 6 and 12 months	—
F. Between 1 and 2 years	12.5
G. Between 2 and 5 years	37.5
H. Between 5 and 10 years	25.0
I. Between 10 and 15 years	25.0
J. More than 15 years	—

REMARKS: Median = 5-10 years.

TABLE 68E

ITEM: 90. How far forward do the longest programs/projects over which you have control in your current assignment extend (i.e. How far forward do these programs/projects have an impact/payoff/results?)?

RESPONSE %	Position: Joint/International/Security Assistance
A. 1 week or less	—
B. Between 1 week and 1 month	—
C. Between 1 and 3 months	—
D. Between 3 and 6 months	—
E. Between 6 and 12 months	7.1
F. Between 1 and 2 years	7.1
G. Between 2 and 5 years	42.9
H. Between 5 and 10 years	21.4
I. Between 10 and 15 years	14.3
J. More than 15 years	7.1

REMARKS: Median = 2-5 years

TABLE 68F

ITEM: 90. How far forward do the longest programs/projects over which you have control in your current assignment extend (i.e. How far forward do these programs/projects have an impact/payoff/results?)?

RESPONSE %	Position: Logistics
A. 1 week or less	—
B. Between 1 week and 1 month	—
C. Between 1 and 3 months	—
D. Between 3 and 6 months	—
E. Between 6 and 12 months	—
F. Between 1 and 2 years	4.0
G. Between 2 and 5 years	44.0
H. Between 5 and 10 years	32.0
I. Between 10 and 15 years	4.0
J. More than 15 years	16.0

REMARKS: Median = 5-10 years

TABLE 68G

ITEM: 90. How far forward do the longest programs/projects over which you have control in your current assignment extend (i.e. How far forward do these programs/projects have an impact/payoff/results?)?

RESPONSE %	Position: Operations Planning/Strategy
A. 1 week or less	—
B. Between 1 week and 1 month	—
C. Between 1 and 3 months	—
D. Between 3 and 6 months	6.3
E. Between 6 and 12 months	—
F. Between 1 and 2 years	6.3
G. Between 2 and 5 years	25.0
H. Between 5 and 10 years	37.5
I. Between 10 and 15 years	12.5
J. More than 15 years	12.5

REMARKS: Median = 5-10 years.

TABLE 68H

ITEM: 90. How far forward do the longest programs/projects over which you have control in your current assignment extend (i.e. How far forward do these programs/projects have an impact/payoff/results?)?

RESPONSE %	Position: Personnel/Manpower
A. 1 week or less	—
B. Between 1 week and 1 month	—
C. Between 1 and 3 months	—
D. Between 3 and 6 months	—
E. Between 6 and 12 months	—
F. Between 1 and 2 years	—
G. Between 2 and 5 years	50.0
H. Between 5 and 10 years	25.0
I. Between 10 and 15 years	8.3
J. More than 15 years	16.7

REMARKS: Median = 5 years

TABLE 68I

ITEM: 90. How far forward do the longest programs/projects over which you have control in your current assignment extend (i.e. How far forward do these programs/projects have an impact/payload/results?)?

RESPONSE %	Position: Research, Development, Acquisition
A. 1 week or less	—
B. Between 1 week and 1 month	—
C. Between 1 and 3 months	—
D. Between 3 and 6 months	—
E. Between 6 and 12 months	—
F. Between 1 and 2 years	—
G. Between 2 and 5 years	50.0
H. Between 5 and 10 years	25.0
I. Between 10 and 15 years	8.3
J. More than 15 years	16.7

REMARKS: Median = 5 years

TABLE 68J

ITEM: 90. How far forward do the longest programs/projects over which you have control in your current assignment extend (i.e. How far forward do these programs/projects have an impact/payload/results?)?

RESPONSE %	Position: Resource Management
A. 1 week or less	—
B. Between 1 week and 1 month	11.1
C. Between 1 and 3 months	—
D. Between 3 and 6 months	—
E. Between 6 and 12 months	—
F. Between 1 and 2 years	—
G. Between 2 and 5 years	55.6
H. Between 5 and 10 years	33.3
I. Between 10 and 15 years	—
J. More than 15 years	—

REMARKS: Median = 2-5 years

TABLE 68K

ITEM: 90. How far forward do the longest programs/projects over which you have control in your current assignment extend (i.e. How far forward do these programs/projects have an impact/payload/results?)?

RESPONSE %	Training
A. 1 week or less	5.9
B. Between 1 week and 1 month	—
C. Between 1 and 3 months	—
D. Between 3 and 6 months	—
E. Between 6 and 12 months	5.9
F. Between 1 and 2 years	11.8
G. Between 2 and 5 years	29.4
H. Between 5 and 10 years	17.6
I. Between 10 and 15 years	17.6
J. More than 15 years	11.8

REMARKS: Median = 2-5 years.

TABLE 68L

ITEM: 90. How far forward do the longest programs/projects over which you have control in your current assignment extend (i.e. How far forward do these programs/projects have an impact/payload/results?)?

RESPONSE %	Other
A. 1 week or less	—
B. Between 1 week and 1 month	1.8
C. Between 1 and 3 months	—
D. Between 3 and 6 months	—
E. Between 6 and 12 months	1.8
F. Between 1 and 2 years	8.9
G. Between 2 and 5 years	32.1
H. Between 5 and 10 years	23.2
I. Between 10 and 15 years	8.9
J. More than 15 years	23.2

REMARKS: Median = 5-10 years.

TABLE 69

ITEM: 91. Do you agree that the Army or DOD should provide specific developmental opportunities at the general officer level?

RESPONSE (%)	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
A. Strongly agree	37.3	28.1	25.7	28.6	31.0	50.0	25.5	47.1	32.6
B. Agree	36.7	43.0	42.9	57.1	40.3	36.7	39.2	41.2	39.9
C. Slightly agree	17.3	14.1	14.3	14.3	15.5	6.7	23.5	11.8	15.7
D. Slightly disagree	2.0	4.7	2.9	—	4.0	—	2.0	—	3.0
E. Disagree	4.7	5.5	5.7	—	5.3	6.7	3.9	—	4.8
F. Strongly disagree	1.3	2.3	5.7	—	2.2	—	3.9	—	2.1
G. No opinion, don't know	0.7	2.3	2.9	—	1.8	—	2.0	—	1.8

REMARKS: There is strong agreement that there should be specific developmental opportunities at the general officer level (88% agree)



TABLE 70

ITEM: Items 92 through 107 ask you to identify, for each grade level, the extent to which the skills listed below will change in importance on the future battlefield.

RESPONSE	DRAMATIC INCREASE	INCREASE	REMAIN SAME	DECREASE	DRAMATIC DECREASE
A. Company Grade					
92. Technical skills	41.8	49.5	8.0	0.6	—
93. Tactical skills	32.6	45.2	21.5	0.6	—
94. Operational-level warfighting skills	25.8	41.8	31.7	0.6	—
95. Leadership skills	31.3	35.0	33.7	—	—
96. Cognitive skills/ abilities	16.1	46.4	37.2	0.3	—

REMARKS The future battlefield is expected to increase the demands on company grade officers across all skill requirements.

TABLE 71

ITEM: Items 92 through 107 ask you to identify, for each grade level, the extent to which the skills listed below will change in importance on the future battlefield.

RESPONSE	DRAMATIC INCREASE	INCREASE	REMAIN SAME	DECREASE	DRAMATIC DECREASE
B. Field Grade					
97. Technical skills	34.5	49.1	15.5	0.9	—
98. Tactical skills	33.3	47.8	18.5	0.3	—
99. Operational-level warfighting skills	35.7	42.2	21.2	0.9	—
100. Leadership skills	27.8	39.8	32.1	0.3	—
101. Cognitive skills/ abilities	26.2	44.7	28.7	0.3	—

REMARKS The future battlefield will increase the demands on field grade officers across all skill requirements.

TABLE 72

ITEM: Items 92 through 107 ask you to identify, for each grade level, the extent to which the skills listed below will change in importance on the future battlefield.

RESPONSE	DRAMATIC INCREASE	INCREASE	REMAIN SAME	DECREASE	DRAMATIC DECREASE
C. General Officers					
102. Technical skills	24.1	45.7	29.3	0.6	0.3
103. Tactical skills	31.5	42.9	24.4	0.9	0.3
104. Operational-level warfighting skills	44.6	32.9	21.5	0.6	0.3
105. Leadership skills	32.1	36.1	31.5	—	0.3
106. Cognitive skills/ abilities	29.1	43.3	27.2	0.3	—
107. Strategic abilities	45.4	38.0	16.4	0.3	—

REMARKS The future battlefield will increase the demands on general officers across all skill requirements.

TABLE 73

ITEM: 108. Do you think our country will need to institute some form of a draft to meet the needs for quality officers in the Armed Forces during the next 20-40 years?

RESPONSE	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
A. I believe strongly that we will	19.7	18.0	14.3	—	16.0	27.6	16.0	43.8	18.4
B. I believe we will	32.7	32.0	20.0	50.0	30.7	37.9	30.0	25.0	31.2
C. I do not know or cannot decide.	10.9	5.5	8.6	—	8.0	3.4	16.0	—	8.4
D. I believe we will not.	32.7	38.3	51.4	50.0	40.0	20.7	36.0	31.3	37.1
E. I believe strongly that we will not	4.1	6.3	5.7	—	5.3	10.3	2.0	—	5.0

REMARKS: General officers are evenly split in their opinion with regard to this item

TABLE 74

ITEM: 109. The Army officer training system is preparing officers in my field to keep pace with the fielding of high-tech systems.

% Agree	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
	62.4	65.5	65.7	83.4	66.0	55.1	54.9	75.0	63.7

REMARKS: The "agree" data above is a combination of "strongly agree," "agree" and "slightly agree" responses. Most general officers agree (64%) that officers are being prepared to keep pace with the fielding of high-tech systems

TABLE 75

ITEM: 110. Making the necessary changes in the Army school system to meet the needs of the future can best be accomplished through.

RESPONSE %	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
A. "Fine-tuning" of the existing parts (e.g. schools such as OBC, OAC, etc.) of the current system.	55.4	64.1	62.9	66.7	63.1	48.3	54.9	43.8	58.7
B. Making major changes within the current system, but not deleting/adding new schools/courses	20.3	18.8	14.3	16.7	16.0	34.5	23.5	31.3	20.2
C. A major overhaul of the entire system to include the possibility of deleting existing courses and/or adding new courses	22.3	16.4	20.0	16.7	20.0	17.2	19.6	12.5	19.6
D. Scrap the existing system and restructure the entire doctrine development and education and training systems.	0.7	0.8	—	—	0.4	—	—	6.3	0.6
E. No opinion	1.4	—	2.9	—	0.4	—	2.0	6.3	0.9

REMARKS: Fifty-nine percent of general officers feel that the Army school system needs "fine tuning" rather than a major overhaul to meet the needs of the future

TABLE 76

ITEM. 111. Current transition points for officer development now tend to be associated with schools, e.g. OBC, OAC, CAS3, CGSC, AWC. Are these the appropriate transition points for the future?

RESPONSE %	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
A Yes	77.6	78.2	85.3	100	78.2	89.7	74.0	93.8	79.8
B No (specify in Item 137)	22.4	21.8	14.7	—	21.8	10.3	26.0	6.3	20.2

REMARKS Eighty percent of general officers feel that schools are currently associated with career transition points and that these are appropriate transition points for the future.

TABLE 77

ITEM: 112. The policy for below the zone selections for promotion should be:

RESPONSE %	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
A. Remain the same as now	82.8	82.1	85.3	100	81.0	86.2	90.2	68.8	82.4
B Expanded to include selection of all those fully qualified for selection below the zone	6.2	5.7	—	—	5.1	6.9	9.8	—	5.7
C Abolish below the zone selections	9.0	8.1	11.8	—	9.7	3.4	—	31.3	8.8
D Don't know	2.1	4.1	2.9	—	4.2	3.4	—	—	3.1

REMARKS General officers overwhelmingly (82%) feel that the current below the zone selection policy should remain the same as now.

TABLE 78

ITEMS	% Agree		LTG	GEN	CA	CS	CSS	SP	ALL
	BG	MG							
113 The policy of early selection of a very few officers for promotion below the zone encourages officers to focus on short-term, high visibility goals	49.0	50.4	15.7	33.4	47.8	60.8	37.2	75.1	48.3
114 Most officers are promoted before they become competent at their existing grade level	25.0	26.0	32.3	33.3	27.3	13.8	29.5	31.3	26.8
115 A computer based education network should be developed to provide officers with quality education and training in the unit setting	52.7	54.4	48.6	50.0	47.2	74.0	60.8	56.3	53.1

REMARKS The "agree" data above is a combination of "strongly agree," "agree" and "slightly agree" survey responses.

a. Most general officers do not feel that below the zone promotions encourage officers to focus on short-term, high visibility goals, also most general officers do not feel that officers are promoted prior to achieving competence at their existing grade level.

b. Fifty-three percent support development of a computer based education network.

TABLE 79A

ITEM: Circle the number on the scale that best represents the strength of your support for one position over the other positions (Table A) Circle a number on the importance scale to indicate the importance of the issue—regardless of position (Table B)

## Position: 116. A. Army Requirements vs. Individual Needs

## Position 1

The Officer Professional Development System (OPDS) should be structured and implemented based on *total Army requirements*

## Position 2

The OPDS should be structured and implemented based on *individual development needs*

RESPONSE (NUMBERS)		BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
Position:	Scale									
Strongly Support Position 1 over 2	1	42	35	8	3	62	11	13	3	99
	2	51	52	15	2	94	7	15	8	124
	3	30	29	5	1	47	6	12	3	68
Equally Support Both	4	23	9	6	1	22	4	10	3	39
	5	5	3	1	0	7	1	1	0	9
	6	2	0	0	0	1	1	0	0	2
Strongly Support Position 2 over 1	7	0	2	0	0	2	0	0	0	2

REMARKS Median = 2, general officers tend to feel strongly that the OPDS should be structured/implemented based on total Army requirements rather than on individual development needs.

TABLE 79B

ITEM: Circle the number on the scale that best represents the strength of your support for one position over the other positions (Table A) Circle a number on the importance scale to indicate the importance of the issue—regardless of position (Table B)

## Importance: 116. B. Army Requirements vs. Individual Needs

## Position 1

The Officer Professional Development System (OPDS) should be structured and implemented based on *total Army requirements*

## Position 2

The OPDS should be structured and implemented based on *individual development needs*

RESPONSE (NUMBERS)		BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
Importance	Scale									
Not Important	1	2	2	0	0	2	1	0	1	4
	2	3	2	0	0	3	0	1	1	5
	3	4	4	2	0	9	0	2	0	11
Neutral	4	8	5	3	0	14	0	0	2	16
	5	17	16	4	1	26	6	4	3	39
	6	47	48	10	4	87	7	16	4	114
Very Important	7	66	53	16	2	93	16	28	6	143

REMARKS Median = 6, general officers feel that this issue is important

TABLE 80A

ITEM: Circle the number on the scale that best represents the strength of your support for one position over the other positions (Table A) Circle a number on the importance scale to indicate the importance of the issue—regardless of position (Table B)

## Importance: 117. A. Equality of Army Assignments

## Position 1

All assignments are of *equal* importance to the Army.

## Position 2

Some assignments are *more* important to the Army than others

RESPONSE (NUMBERS)		BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
Position	Scale									
Strongly Support Position 1 over 2	1	3	2	0	0	1	1	2	1	5
	2	1	4	2	1	7	0	1	0	8
	3	0	2	1	0	0	1	1	1	3
Equally Support Both	4	4	3	0	0	7	1	0	0	8
	5	13	16	1	0	21	5	5	0	31
	6	62	54	12	3	91	10	24	9	134
Strongly Support Position 2 over 1	7	68	48	19	3	107	12	18	6	143

REMARKS Median = 6, general officers feel strongly that some assignments are more important to the Army than others (rather than that all assignments are of equal importance)

TABLE 80B

ITEM: Circle the number on the scale that best represents the strength of your support for one position over the other positions (Table A). Circle a number on the importance scale to indicate the importance of the issue—regardless of position (Table B).

## Importance: 117. B. Equality of Army Assignments

		Position 1 All assignments are of <i>equal</i> importance to the Army.				Position 2 Some assignments are <i>more</i> important to the Army than others				
RESPONSE (NUMBERS)		BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
Importance:	Scale									
Not Important	1	4	5	0	0	7	0	2	0	9
	2	2	7	1	0	5	1	3	1	10
	3	4	3	2	0	7	2	1	1	11
Neutral	4	23	12	1	3	33	2	3	1	39
	5	45	41	6	1	61	11	17	5	94
	6	38	37	15	2	71	6	14	4	95
Very Important	7	39	24	10	1	50	8	11	5	74

REMARKS Median = 6, general officers feel that this issue (i.e., equality of Army assignments) is important.

TABLE 81A

ITEM: Circle the number on the scale that best represents the strength of your support for one position over the other positions (Table A). Circle a number on the importance scale to indicate the importance of the issue—regardless of position (Table B).

## Position: 118. A. Field Army and Support Base Requirements

		Position 1 OPDS should focus equally on <i>field Army</i> (TOE) and <i>support base requirements</i> (TDA) in developing officers				Position 2 OPDS should focus on the development of officers to meet <i>field Army</i> requirements.				
RESPONSE (NUMBERS)		BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
Position:	Scale									
Strongly Support Position 1 over 2	1	31	22	8	2	33	8	17	5	63
	2	30	27	3	—	43	4	11	4	62
	3	13	9	6	2	24	3	2	2	31
Equally Support Both	4	21	16	6	1	30	8	3	4	45
	5	27	21	6	1	43	4	7	1	55
	6	25	23	6	1	42	3	10	1	56
Strongly Support Position 2 over 1	7	8	10	0	0	18	0	1	0	19

REMARKS Median = 4, general officers are evenly split on this issue — as many support position 1 as support position 2. However, CSS generals tend to support position 1 (i.e., equal focus on TOE/TDA development requirements)

TABLE 81B

ITEM: Circle the number on the scale that best represents the strength of your support for one position over the other positions (Table A). Circle a number on the importance scale to indicate the importance of the issue—regardless of position (Table B).

## Importance: 118. B. Field Army and Support Base Requirements

		Position 1 OPDS should focus equally on <i>field Army</i> (TOE) and <i>support base requirements</i> (TDA) in developing officers				Position 2 OPDS should focus on the development of officers to meet <i>field Army</i> (TOE) requirements				
RESPONSE (NUMBERS)		BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
Importance:	Scale									
Not Important	1	1	1	1	0	2	0	1	0	3
	2	3	3	0	0	3	0	2	1	6
	3	3	5	3	0	10	0	1	0	11
Neutral	4	19	11	2	1	24	3	6	3	36
	5	43	29	12	3	65	11	10	3	89
	6	47	46	19	2	81	7	16	5	109
Very Important	7	36	33	7	1	49	9	15	5	77

REMARKS Median = 6

TABLE 82A

ITEM: Circle the number on the scale that best represents the strength of your support for one position over the other positions (Table A) Circle a number on the importance scale to indicate the importance of the issue—regardless of position (Table B).

## Position: 119. A. Depth vs. Breadth in Development

Position 1  
OPDS should insure that *ALL* officers are developed in-depth in the Art and Science of Warfare as well as being experts in a functional area.

Position 2  
OPDS should insure that *SOME* officers are developed in-depth in the Art and Science of Warfare, *other* officers will be developed as experts in functional areas.

RESPONSE (NUMBER)		BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
Position:	Scale									
Strongly Support	1	10	6	2	0	11	2	4	1	18
Position 1 over 2	2	22	14	6	2	32	3	9	1	45
	3	10	16	4	1	21	2	7	2	32
Equally Support Both	4	9	10	3	1	16	3	4	0	23
	5	22	20	5	1	33	6	7	3	49
	6	43	42	11	2	79	8	13	2	102
Strongly Support	7	33	21	4	0	41	6	7	8	62
Position 2 over 1										

REMARKS: Median = 5; general officers tend to slightly favor position 2 over position 1.

TABLE 82B

ITEM: Circle the number on the scale that best represents the strength of your support for one position over the other positions (Table A) Circle a number on the importance scale to indicate the importance of the issue—regardless of position (Table B).

## Importance: 119. B. Depth vs. Breadth in Development

Position 1  
OPDS should insure that *ALL* officers are developed in-depth in the Art and Science of Warfare as well as being experts in a functional area.

Position 2  
OPDS should insure that *SOME* officers are developed in-depth in the Art and Science of Warfare, *other* officers will be developed as experts in functional areas.

RESPONSE %		BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
Importance	Scale									
Not Important	1	1	0	0	0	1	0	0	0	1
	2	1	2	2	0	4	0	1	0	5
	3	2	3	0	0	2	0	2	1	5
Neutral	4	8	9	3	1	12	4	5	0	21
	5	42	31	11	3	67	7	12	5	91
	6	56	57	12	2	92	12	23	4	131
Very Important	7	39	27	7	1	54	7	8	7	76

REMARKS Median = 6

TABLE 83A

ITEM: Circle the number on the scale that best represents the strength of your support for one position over the other positions (Table A) Circle a number on the importance scale to indicate the importance of the issue—regardless of position (Table B)

## Position: 120. A. Responsibility for Training

Position 1  
Training of the individual officer should be primarily the responsibility of the educational institutions

Position 2  
Training of the individual officer should be primarily the responsibility of the mentor and individual officer in the unit/organization

RESPONSE %		BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
Position:	Scale									
Strongly Support	1	3	3	1	0	4	1	1	1	7
Position 1 over 2	2	10	7	2	0	13	1	3	3	20
	3	13	9	1	1	17	3	3	1	24
Equally Support Both	4	71	59	15	2	94	19	21	11	153
	5	20	24	7	2	48	1	6	0	55
	6	20	15	5	2	34	1	6	1	42
Strongly Support	7	13	12	4	0	24	4	3	0	31
Position 2 over 1										

REMARKS Median = 4, general officers tend to equally support both positions—i.e., responsibility for training the individual officer involves the institutions, the individual and the mentor

TABLE 83B

ITEM: Circle the number on the scale that best represents the strength of your support for one position over the other positions (Table A) Circle a number on the importance scale to indicate the importance of the issue—regardless of position (Table B).

Importance: 120. B. Responsibility for Training

Position 1

Training of the individual officer should be primarily the responsibility of educational institutions.

Position 2

Training of the individual officer should be primarily the responsibility of the mentor and individual officer in the unit/organization.

RESPONSE (NUMBER)		BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
Importance:	Scale									
Not Important	1	1	1	2	0	3	0	1	0	4
	2	3	1	0	0	2	0	1	1	4
	3	3	3	0	0	5	0	2	0	7
Neutral	4	23	16	5	0	27	6	8	5	46
	5	34	32	3	2	50	8	10	6	74
	6	42	43	13	3	76	8	17	2	103
Very Important	7	43	33	12	1	69	8	12	3	92

REMARKS: Median = 6.

TABLE 84A

ITEM: Circle the number on the scale that best represents the strength of your support for one position over the other positions (Table A) Circle a number on the importance scale to indicate the importance of the issue—regardless of position (Table B).

Position: 121. A. Responsibility for Education

Position 1

Education should be primarily the responsibility of educational (military/civilian) institutions

Position 2

Education should be primarily the responsibility of the mentor and individual officer in the unit/organization.

RESPONSE (NUMBER)		BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
Position:	Scale									
Strongly Support	1	16	12	5	0	23	3	4	3	33
Position 1 over 2	2	32	26	2	3	47	3	12	3	65
	3	31	23	5	1	39	8	10	3	60
Equally Support Both	4	52	45	14	2	79	11	17	7	114
	5	12	9	4	1	22	1	5	0	28
	6	7	9	3	0	14	3	1	1	19
Strongly Support	7	4	1	2	0	5	1	1	0	7
Position 2 over 1										

REMARKS: Median = 4, the typical general officer supports both positions equally—i.e., education is the responsibility of the institution, the individual officer and the unit mentor.

TABLE 84B

ITEM: Circle the number on the scale that best represents the strength of your support for one position over the other positions (Table A) Circle a number on the importance scale to indicate the importance of the issue—regardless of position (Table B).

Importance: 121. B. Responsibility for Education

Position 1

Education should be primarily the responsibility of educational (military/civilian) institutions.

Position 2

Education should be primarily the responsibility of the mentor and individual officer in the unit/organization.

RESPONSE (NUMBER)		BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
Importance:	Scale									
Not Important	1	1	0	0	0	0	0	1	0	1
	2	3	3	0	0	4	0	1	1	6
	3	7	5	3	0	11	0	4	1	16
Neutral	4	24	18	5	1	35	7	5	3	50
	5	37	36	12	2	69	7	14	2	92
	6	47	43	7	4	69	8	19	7	103
Very Important	7	30	20	8	0	41	8	6	3	58

REMARKS: Median = 5

TABLE 85A

ITEM: Circle the number on the scale that best represents the strength of your support for one position over the other positions (Table A) Circle a number on the importance scale to indicate the importance of the issue—regardless of position (Table B).

## Position: 122. A. Responsibility for Socialization

		Position 1				Position 2					
		<i>Socialization should be primarily the responsibility of educational institutions</i>				<i>Socialization should be primarily the responsibility of the mentor and individual officer in the unit/organization.</i>					
RESPONSE (NUMBER)		BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL	
Position	Scale										
Strongly Support	1	0	0	0	0	0	0	0	0	0	
Position 1 over 2	2	4	2	0	0	4	0	1	1	6	
	3	3	6	0	1	9	0	1	0	10	
Equally Support Both	4	59	43	11	3	87	8	18	7	120	
	5	30	29	7	2	47	6	11	5	69	
	6	33	35	11	0	57	9	13	3	82	
Strongly Support	7	21	11	6	0	24	7	7	1	39	
Position 2 over 1											

REMARKS Median = 5, general officers tend to feel that socialization is more the responsibility of the unit mentor and the individual officer than the educational institution.

TABLE 85B

ITEM: Circle the number on the scale that best represents the strength of your support for one position over the other positions (Table A) Circle a number on the importance scale to indicate the importance of the issue—regardless of position (Table B).

## Importance: 122. B. Responsibility for Socialization

		Position 1				Position 2					
		<i>Socialization should be primarily the responsibility of educational institutions</i>				<i>Socialization should be primarily the responsibility of the mentor and individual officer in the unit/organization</i>					
RESPONSE (NUMBER)		BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL	
Importance:	Scale										
Not Important	1	3	4	1	0	4	0	3	1	8	
	2	2	1	1	0	3	0	1	0	4	
	3	4	4	1	0	7	0	2	0	9	
Neutral	4	33	17	6	1	39	6	11	4	60	
	5	33	41	10	3	64	7	12	6	89	
	6	40	36	10	3	64	8	16	5	93	
Very Important	7	34	22	6	0	47	9	6	1	63	

REMARKS Median = 5

TABLE 86A

ITEM: Circle the number on the scale that best represents the strength of your support for one position over the other positions (Table A) Circle a number on the importance scale to indicate the importance of the issue—regardless of position (Table B)

## Position: 123. A. Officer Role as Mentor

		Position 1				Position 2					
		<i>The officer as leader is equally responsible for both developing subordinates and for mission accomplishment</i>				<i>The officer's primary responsibility is mission accomplishment</i>					
RESPONSE (NUMBER)		BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL	
Position	Scale										
Strongly Support	1	66	53	11	1	91	17	22	6	136	
Position 1 over 2	2	25	25	8	1	43	4	10	3	60	
	3	2	6	0	1	5	1	2	1	9	
Equally Support Both	4	15	13	5	1	25	1	4	5	35	
	5	20	17	5	2	33	3	8	1	45	
	6	12	10	2	0	20	1	3	1	25	
Strongly Support	7	9	4	4	0	14	1	2	0	17	
Position 2 over 1											

REMARKS Median = 2 general officers strongly support the concept that the officer is equally responsible for both development of subordinates and mission accomplishment.



TABLE 86B

ITEM: Circle the number on the scale that best represents the strength of your support for one position over the other positions (Table A) Circle a number on the importance scale to indicate the importance of the issue—regardless of position (Table B)

## Importance: 123. B. Officer Role as Mentor

## Position 1

The officer as leader is *equally responsible* for both developing subordinates and for mission accomplishment

## Position 2

The officer's primary responsibility is mission accomplishment

RESPONSE (NUMBER)	BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL	
Importance:	Scale									
Not Important	1	4	5	0	0	5	1	1	0	7
	2	5	4	2	0	8	0	3	0	11
	3	2	2	1	0	3	0	2	0	5
Neutral	4	7	8	1	0	12	0	2	3	17
	5	11	17	2	2	25	3	3	1	32
	6	47	36	9	4	71	8	14	8	101
Very Important	7	71	58	20	0	107	16	26	5	154

REMARKS. Median = 6.

TABLE 87A

ITEM: Circle the number on the scale that best represents the strength of your support for one position over the other positions (Table A) Circle a number on the importance scale to indicate the importance of the issue—regardless of position (Table B)

## Position: 124. A. Distribution of Officers

## Position 1

OPDS should be based on the premise that *all* units/organizations receive an *equal proportion* of officers fully qualified for promotion to the next grade without compromising the requirement to assign officers qualified to perform the job

## Position 2

OPDS should be based on the premise that *certain* units/organizations should receive a *higher proportion* of officers fully qualified for promotion to the next grade

RESPONSE %		BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
Position:	Scale									
Strongly Support	1	25	24	12	1	42	6	14	2	64
Position 1 over 2	2	15	23	2	3	30	4	7	3	44
	3	10	12	4	0	18	1	5	4	28
Equally Support Both	4	9	7	2	0	14	1	2	1	18
	5	39	29	4	0	53	7	13	0	73
	6	39	24	8	1	58	8	7	4	77
Strongly Support	7	9	7	3	1	15	1	2	2	20
Position 2 over 1										

REMARKS. Median = 4, there is strong general officer support for both positions. the median response is to equally support both positions—i.e., there is no clear guidance on this issue

TABLE 87B

ITEM: Circle the number on the scale that best represents the strength of your support for one position over the other positions (Table A) Circle a number on the importance scale to indicate the importance of the issue—regardless of position (Table B)

## Importance: 124. B. Distribution of Officers

## Position 1

OPDS should be based on the premise that *all* units/organizations receive an *equal proportion* of officers fully qualified for promotion to the next grade without compromising the requirement to assign officers qualified to perform the job

## Position 2

OPDS should be based on the premise that *certain* units/organizations should receive a *higher proportion* of officers fully qualified for promotion to the next grade

RESPONSE %		BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
importance	Scale									
Not Important	1	3	0	2	1	4	0	2	0	6
	2	3	0	0	0	3	0	0	0	3
	3	1	4	0	0	3	1	1	0	5
Neutral	4	16	13	1	0	21	3	4	3	31
	5	55	38	6	2	51	6	12	7	106
	6	37	39	13	1	50	9	19	5	93
Very Important	7	30	31	12	2	55	9	12	1	77

REMARKS Median = 5

TABLE 88A

ITEM: Circle the number on the scale that best represents the strength of your support for one position over the other positions (Table A) Circle a number on the importance scale to indicate the importance of the issue—regardless of position (Table B).

## Position: 125. A. Entry Standards vs. Remedial Education

A. Your position.

## Position 1

Entry standards for officers *should* include proficiency in basic skills (mathematics, reading, writing, and oral communications).

## Position 2

Remedial education programs for new officers deficient in basic skills *should* be developed.

RESPONSE (NUMBER)		BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
Position	Scale									
Strongly Support	1	89	68	23	4	127	16	33	10	186
Position 1 over 2	2	31	32	5	1	47	6	12	6	71
	3	8	5	2	2	14	3	0	0	17
Equally Support Both	4	16	17	3	0	28	3	5	0	36
	5	4	4	0	0	5	1	1	1	8
	6	4	1	1	0	6	1	0	0	7
Strongly Support	7	3	2	1	0	7	0	0	0	7
Position 2 over 1										

REMARKS Median = 1. general officers strongly feel that entry standards should include proficiency in basic educational skills.

TABLE 88B

ITEM: Circle the number on the scale that best represents the strength of your support for one position over the other positions (Table A) Circle a number on the importance scale to indicate the importance of the issue—regardless of position (Table B).

## Importance: 125. B. Entry Standards vs. Remedial Education

A. Your position:

## Position 1

Entry standards for officers *should* include proficiency in basic skills (mathematics, reading, writing, and oral communications).

## Position 2

Remedial education programs for new officers deficient in basic skills *should* be developed.

RESPONSE (NUMBER)		BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
Importance:	Scale									
Not Important	1	1	4	1	0	4	1	0	1	6
	2	2	3	1	0	3	0	3	0	6
	3	3	3	0	0	5	0	1	0	6
Equally Support Both	4	7	9	2	0	16	1	0	1	18
	5	21	17	1	3	30	4	2	6	42
	6	48	44	14	1	70	13	19	4	112
Very Important	7	73	49	16	3	99	11	26	5	142

REMARKS: Median = 6

TABLE 89A

ITEM: Circle the number on the scale that best represents the strength of your support for one position over the other positions (Table A) Circle a number on the importance scale to indicate the importance of the issue—regardless of position (Table B).

## Position: 126. A. Development: All vs. Some

## Position 1

OPDS should provide the opportunity for continued professional development for *all* officers throughout their service

## Position 2

Within OPDS, the opportunity for continued professional development should be *weighted* in favor of those with the greatest promotion potential.

RESPONSE %		BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
Position	Scale									
Strongly Support	1	19	13	8	0	31	6	4	0	41
Position 1 over 2	2	14	12	4	1	22	3	5	1	31
	3	11	9	2	0	11	2	8	1	22
Equally Support Both	4	12	16	5	2	24	2	7	2	35
	5	35	24	6	0	47	8	7	4	66
	6	46	37	7	4	70	5	14	7	96
Strongly Support	7	16	18	3	0	29	3	6	2	40
Position 2 over 1										

REMARKS Median = 5 there is a slight tendency for general officers to support weighting professional development opportunities in favor of those with greatest promotion potential

TABLE 89B

ITEM: Circle the number on the scale that best represents the strength of your support for one position over the other positions (Table A). Circle a number on the importance scale to indicate the importance of the issue—regardless of position (Table B).

Importance: 126. B. Development: All vs. Some

Position 1

OPDS should provide the opportunity for continued professional development for *all* officers throughout their service

Position 2

Within OPDS, the opportunity for continued professional development should be *weighted* in favor of those with the greatest promotion potential.

RESPONSE (NUMBER)		BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
Importance:	Scale									
Not Important	1	0	0	1	0	1	0	0	0	1
	2	2	4	0	0	3	2	1	0	6
	3	3	4	0	0	2	1	5	0	8
Neutral	4	17	9	4	0	23	0	5	2	30
	5	45	45	14	1	82	5	14	6	107
	6	55	39	10	6	81	10	18	7	116
Very Important	7	27	28	6	0	42	11	8	2	63

REMARKS: Median = 6.

TABLE 90A

ITEM: Circle the number on the scale that best represents the strength of your support for one position over the other positions (Table A). Circle a number on the importance scale to indicate the importance of the issue—regardless of position (Table B).

Position: 127. A. Requirements by Level

Position 1

The type of development requirements *vary* at each level of officer responsibility

Position 2

The type of development requirements are *constant* across levels of officer responsibility

RESPONSE (NUMBER)		BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
Position:	Scale									
Strongly Support	1	44	50	6	2	71	10	17	7	105
Position 1 over 2	2	64	42	15	2	97	11	11	6	125
	3	19	15	9	2	30	2	11	2	45
Equally Support Both	4	18	10	4	1	20	3	9	1	33
	5	2	4	0	0	5	1	0	0	6
	6	5	1	0	0	3	0	2	1	6
Strongly Support	7	0	1	1	0	1	0	1	0	2
Position 2 over 1										

REMARKS: Median = 2. general officers tend to strongly feel that the type of development requirements vary at each level of officer responsibility

TABLE 90B

ITEM: Circle the number on the scale that best represents the strength of your support for one position over the other positions (Table A). Circle a number on the importance scale to indicate the importance of the issue—regardless of position (Table B).

Importance: 127. B. Requirements by Level

Position 1

The type of development requirements *vary* at each level of officer responsibility.

Position 2

The type of development requirements are *constant* across levels of officer responsibility.

RESPONSE (NUMBER)		BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
Importance:	Scale									
Not Important	1	4	8	0	1	7	1	4	1	13
	2	2	3	0	0	3	0	2	0	5
	3	11	7	2	1	15	0	2	4	21
Neutral	4	36	24	11	2	54	5	11	3	73
	5	50	36	9	3	78	9	12	2	101
	6	37	25	10	0	52	4	12	6	74
Very Important	7	12	19	3	0	18	8	7	1	34

REMARKS: Median = 5

TABLE 91A

ITEM: Circle the number on the scale that best represents the strength of your support for one position over the other positions (Table A) Circle a number on the importance scale to indicate the importance of the issue—regardless of position (Table B).

## Position: 128. A. Management of OPDS

A Your Position

## Position 1

The final authority for officer training and education decisions impacting on the *entire Army* (e.g. increases to THS account) should reside at HQDA.

## Position 2

The final authority for officer training and education decisions impacting on the *entire Army* should reside at TRADOC.

RESPONSE (NUMBER)		BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
Position	Scale									
Strongly Support	1	74	67	20	2	118	13	26	8	165
Position 1 over 2	2	26	28	6	2	45	1	12	6	64
	3	18	13	3	3	24	3	9	1	37
Equally Support Both	4	17	11	1	0	20	6	2	1	29
	5	7	2	1	0	5	4	1	1	11
	6	6	2	3	0	11	1	0	0	12
Strongly Support	7	5	4	1	0	8	1	1	0	10
Position 2 over 1										

REMARKS Median = 1 general officers strongly feel that final authority for decisions impacting on the entire Army should reside at HQDA rather than TRADOC.

TABLE 91B

ITEM: Circle the number on the scale that best represents the strength of your support for one position over the other positions (Table A) Circle a number on the importance scale to indicate the importance of the issue—regardless of position (Table B).

## Importance: 128. B. Management of OPDS

## Position 1

The final authority for officer training and education decisions impacting on the *entire Army* (e.g. increases to THS account) should reside at HQDA.

## Position 2

The final authority for officer training and education decisions impacting on the *entire Army* should reside at TRADOC.

RESPONSE (NUMBER)		BG	MG	LTG	CEN	CA	CS	CSS	SP	ALL
Importance:	Scale									
Not Important	1	2	4	3	0	7	0	2	0	9
	2	2	2	1	2	4	1	1	1	7
	3	2	3	1	2	7	1	1	0	9
Neutral	4	32	24	1	1	43	5	11	4	63
	5	31	26	8	0	44	8	11	2	65
	6	38	26	8	1	53	6	13	3	75
Very Important	7	41	42	13	1	73	8	12	7	100

REMARKS: Median = 6.

TABLE 92A

ITEM: Circle the number on the scale that best represents the strength of your support for one position over the other positions (Table A) Circle a number on the importance scale to indicate the importance of the issue—regardless of position (Table B)

## Position: 129. A. Command Priority

A Your position:

## Position 1

The highest priority of OPDS should be to develop officers prepared to assume *command* positions

## Position 2

The OPDS should give *equal priority* to the development of officers for *all* positions

RESPONSE (NUMBER)		BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
Position	Scale									
Strongly Support	1	9	10	2	1	22	0	0	0	22
Position 1 over 2	2	20	20	3	2	41	1	4	0	46
	3	20	21	4	0	35	2	7	0	45
Equally Support Both	4	25	14	4	1	29	5	11	1	46
	5	20	17	4	1	30	2	9	2	43
	6	29	26	9	1	40	12	12	8	72
Strongly Support	7	24	19	9	1	31	8	8	5	53
Position 2 over 1										

REMARKS: Median = 5, general officers tend to slightly favor development of officers for all positions over priority to those preparing for command positions CS and CSS general officers feel more strongly about this than do CA general officers.

TABLE 92B

ITEM: Circle the number on the scale that best represents the strength of your support for one position over the other positions (Table A). Circle a number on the importance scale to indicate the importance of the issue—regardless of position (Table B).

## Importance: 129. B. Command Priority

## Position 1

The highest priority of OPDS should be to develop officers prepared to assume *command* positions

## Position 2

The OPDS should give *equal priority* to the development of officers for *all* positions at TRADOC

RESPONSE (NUMBER)		BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
Importance:	Scale									
Not Important	1	0	0	0	1	1	0	0	0	1
	2	2	2	1	0	4	0	1	0	5
	3	2	3	1	0	3	0	3	0	6
Neutral	4	14	9	1	1	15	2	7	1	25
	5	36	22	8	0	52	4	9	5	70
	6	61	53	13	3	93	15	19	5	132
Very Important	7	35	38	11	2	60	9	11	6	86

REMARKS: Median = 6.

TABLE 93A

ITEM: Circle the number on the scale that best represents the strength of your support for one position over the other positions (Table A). Circle a number on the importance scale to indicate the importance of the issue—regardless of position (Table B).

## Position: 130. A. Role of Army Instructor

## Position 1

The Army school instructor is equally responsible for being a mentor towards students as well as disseminating information.

## Position 2

The Army school instructor is primarily responsible for disseminating information.

RESPONSE (NUMBER)		BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
Position:	Scale									
Strongly Support	1	58	56	14	2	85	15	23	7	134
Position 1 over 2	2	42	37	11	3	72	6	10	5	94
	3	22	19	3	1	28	3	11	3	45
Equally Support Both	4	7	8	2	1	14	1	1	2	18
	5	12	4	4	—	13	2	4	—	20
	6	6	1	1	—	5	1	2	—	8
Strongly Support	7	5	2	0	—	5	2	0	—	8
Position 2 over 1										

REMARKS: Median = 2, general officers strongly feel that instructor role should be that of mentor.

TABLE 93B

ITEM: Circle the number on the scale that best represents the strength of your support for one position over the other positions (Table A). Circle a number on the importance scale to indicate the importance of the issue—regardless of position (Table B).

## Importance: 130. A. Role of Army Instructor

## Position 1

The Army school instructor is equally responsible for being a mentor towards students as well as disseminating information

## Position 2

The Army school instructor is primarily responsible for disseminating information

RESPONSE (NUMBER)		BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
Importance:	Scale									
Not Important	1	2	3	2	—	4	—	2	1	7
	2	2	2	1	—	3	—	2	—	5
	3	10	6	3	—	16	—	3	—	19
Neutral	4	23	17	7	1	31	3	10	4	49
	5	37	32	6	3	58	8	9	5	81
	6	41	32	9	1	56	9	16	4	87
Very Important	7	32	34	7	2	54	10	9	3	78

REMARKS: Median = 6

TABLE 94A

ITEM: Circle the number on the scale that best represents the strength of your support for one position over the other positions (Table A) Circle a number on the importance scale to indicate the importance of the issue—regardless of position (Table B)

## Position: 131. A. Rewarding Organizational vs. Personal Success

		Position 1 The Army should reward behavior that stresses <i>organizational</i> success				Position 2 The Army should reward behavior that stresses <i>personal</i> success				
RESPONSE (NUMBER)		BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
Position	Scale									
Strongly Support	1	48	50	12	1	83	7	17	7	114
Position 1 over 2	2	34	29	10	1	54	7	12	3	76
	3	18	17	3	2	31	3	5	1	40
Equally Support Both	4	51	29	10	3	64	9	15	6	94
	5	4	0	0	0	1	2	1	0	4
	6	0	1	0	0	0	1	0	0	1
Strongly Support	7	0	1	0	0	0	1	0	0	1
Position 2 over 1										

REMARKS Median = 2 general officers strongly feel the Army should reward behavior that stresses organizational rather than personal success

TABLE 94B

ITEM: Circle the number on the scale that best represents the strength of your support for one position over the other positions (Table A) Circle a number on the importance scale to indicate the importance of the issue—regardless of position (Table B).

## Importance: 131. B. Rewarding Organizational vs. Personal Success

		Position 1 The Army should reward behavior that stresses <i>organizational</i> success				Position 2 The Army should reward behavior that stresses <i>personal</i> success				
RESPONSE (NUMBER)		BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
Importance	Scale									
Not Important	1	2	2	4	0	6	0	2	0	8
	2	2	4	1	0	3	0	2	2	7
	3	3	3	0	0	4	0	2	0	6
Neutral	4	29	12	8	3	42	2	7	2	53
	5	23	22	3	1	38	3	7	1	49
	6	44	36	9	2	65	12	11	5	93
Very Important	7	50	48	10	1	74	13	18	7	112

REMARKS Median = 6

TABLE 95A

ITEM: Circle the number on the scale that best represents the strength of your support for one position over the other positions (Table A) Circle a number on the importance scale to indicate the importance of the issue—regardless of position (Table B).

## Position: 132. A. Development: Short-term vs. Long-term

		Position 1 OPDS should focus on <i>long-term</i> development of officers				Position 2 OPDS should focus on the <i>short-term</i> development of officers to meet the demands of follow-on assignments				
RESPONSE (NUMBER)		BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
Position	Scale									
Strongly Support	1	18	18	10	3	32	8	7	2	49
Position 1 over 2	2	36	28	5	0	44	6	14	5	69
	3	22	21	6	0	39	9	7	3	49
Equally Support Both	4	61	48	13	4	89	13	19	5	126
	5	10	7	1	0	12	2	2	2	18
	6	6	6	0	0	10	1	1	0	12
Strongly Support	7	2	0	0	0	2	0	0	0	2
Position 2 over 1										

REMARKS Median = 3 general officers tend to slightly support the focus on long-term development of officers versus short-term development to meet the demands of follow-on assignments This tendency increases with grade

TABLE 95B

ITEM: Circle the number on the scale that best represents the strength of your support for one position over the other positions (Table A). Circle a number on the importance scale to indicate the importance of the issue—regardless of position (Table B)

Importance: 132. B. Development: Short-term vs. Long-term

Position 1

OPDS should focus on *long-term* development of officers

Position 2

OPDS should focus on the *short-term* development of officers to meet the demands of follow-on assignments.

RESPONSE (NUMBER)		BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
Importance	Scale									
Not Important	1	1	0	2	0	3	0	0	0	3
	2	2	4	1	0	2	0	3	2	7
	3	3	1	1	0	2	0	3	0	5
Neutral	4	15	21	3	1	30	4	4	2	40
	5	43	34	7	1	60	6	11	8	85
	6	61	44	9	1	90	11	12	2	115
Very Important	7	29	22	12	4	35	9	16	3	67

REMARKS: Median = 6

TABLE 96A

ITEM: Circle the number on the scale that best represents the strength of your support for one position over the other positions (Table A). Circle a number on the importance scale to indicate the importance of the issue—regardless of position (Table B)

Position: 133. A. Change Management

Position 1

Monitoring of the OPDS and identification of changes required should be accomplished by occasionally convening *study groups* such as RETO and PDOS

Position 2

The OPDS should include a *self-correcting mechanism* for regular, periodic collection and analysis of data to identify required changes in the system.

RESPONSE (NUMBER)		BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
Position	Scale									
Strongly Support	1	7	4	2	0	9	1	1	2	13
Position 1 over 2	2	13	14	3	1	23	3	4	1	31
	3	14	14	2	1	22	2	5	2	31
Equally Support Both	4	52	34	9	1	66	8	18	4	96
	5	23	21	5	1	33	6	9	2	50
	6	26	26	8	3	50	3	6	3	63
Strongly Support	7	20	16	6	0	24	7	8	3	42
Position 2 over 1										

REMARKS: Median = 4, general officers tend to equally support both a self correcting change mechanism and the need to periodically convene study groups to manage change

TABLE 96B

ITEM: Circle the number on the scale that best represents the strength of your support for one position over the other positions (Table A). Circle a number on the importance scale to indicate the importance of the issue—regardless of position (Table B)

Importance: 133. B. Change Management

Position 1

Monitoring of the OPDS and identification of changes required should be accomplished by occasionally convening *study groups* such as RETO and PDOS

Position 2

The OPDS should include a *self correcting mechanism* for regular, periodic collection and analysis of data to identify required changes in the system

RESPONSE (NUMBER)		BG	MG	LTG	GEN	CA	CS	CSS	SP	ALL
Importance	Scale									
Not Important	1	2	4	0	0	5	0	1	0	6
	2	3	3	0	0	4	1	1	0	6
	3	5	2	1	0	3	2	3	0	8
Neutral	4	46	35	4	2	62	3	14	5	87
	5	44	31	13	2	66	6	16	3	91
	6	33	32	10	2	55	8	10	4	77
Very Important	7	22	21	7	0	32	7	6	5	50

REMARKS: Median = 5

TABLE 97

ITEM: 134. What voids exist in the education and/or training systems for commissioned officers? How should they be handled?

RESPONSE (Content Analysis of Subjective Remarks); numbers represent the frequency that a particular issue was mentioned

1 Tactical, warfighting skills	90
2 Technical skills	59
3 Too much schooling, not enough done in units	52
4 Satisfied; no voids	48
5 Standards are too low	34
6 Need periodic courses in values, ethics, socialization	32
7 Need more short, functional courses	32
8 Other	215

TABLE 98

ITEM: 135. If the criticisms of the officer corps as stated in Items 1 through 7 on page 10 of the General Officer Survey and in Table 12A and 12B of the appendix (Taking the Pulse of the Officer Corps) are valid, what steps do you recommend be taken?

RESPONSE (Content Analysis of Subjective Remarks); numbers represent the frequency that a particular issue was mentioned.

1 Criticisms not valid	91
2 Need a balance between warriors and managers	89
3 Need more time with units	81
4 Stabilize, develop climate to grow	52
5 Don't continually tinker w/system; fine-tune	44
6 Don't reward self-serving officers	42
7 Need more realism in training	39
8 Need more time for basics	35
9 Other	145

REMARKS: While many general officers feel the criticisms are not valid, a number of suggestions are offered ranging from balancing warriors/managers to "don't continually tinker with the system" to "need more time for basics."

TABLE 99

ITEM: 136. Please indicate the type of developmental needs that exist at your grade level. Suggest how these needs could best be met

RESPONSE (Content Analysis of Subjective Remarks); numbers represent the frequency that a particular issue was mentioned

1 Need periodic updates in doctrine, tactics, technology	104
2 Need more civilian short courses	77
3 Need more branch short courses	70
4 Need more resource/financial management training	45
5 Nothing more is needed	42
6 Need more professional courses w/industry	32
7 Need training on how the Army works	30
8 Other	169

REMARKS: While 42 general officers indicated no further developmental needs existed at their grade level, many more feel a need for periodic updates and short courses as indicated above.

TABLE 100

ITEM: 137. A critical transition point was defined on page 24 of the General Officer Survey as a stage or event in the career of an officer which represents a substantial change in level of responsibility, scope of work, or level of understanding (frame of reference) required to perform effectively. Think back over your career. Briefly describe the most important critical transition points that have occurred in your career, and indicate whether or not you felt a need for additional schooling/training at that time

RESPONSE (Content Analysis of Subjective Remarks); numbers represent the frequency that a particular issue was mentioned.

1 Battalion Command	136
2 Schools were adequate at transition points	124
3 High level staff	118
4 COL/GO Command	93
5 Company Level Command	91
6 Needed more training at transition points	72
7 Field grade to GO	66
8 Other	169

REMARKS: The seven most frequently cited career transition points are listed above

TABLE 101

ITEM: 138. List those things that are going well in the current OPDS that should be continued without change in the future (i.e., what is the "good news"?)

RESPONSE (Content Analysis of Subjective Remarks); numbers represent the frequency that a particular issue was mentioned.

1 Selection system (promotion, command, schools)	83
2 System is healthy	71
3 OBC/OAC getting better	46
4 CAS3	43
5 System is flexible; change evolves as needed	40
6 SSC is getting better	36
7 Other	235

REMARKS: The six most frequently cited "good news" issues are listed above.

TABLE 102

ITEM: 139. What are the really hard questions we should have asked but didn't, and what are your positions on them?

RESPONSE (Content Analysis of Subjective Remarks); numbers represent the frequency that a particular issue was mentioned.

1 None	80
2 Need to redefine success/develop more realistic expectations	44
3 Can the bold, creative officer survive	42
4 Better development of warfighting skills	39
5 Other	246

REMARKS: The majority of general officers indicated that the survey as written covered the field well. Additional issues are listed above



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## Appendix 6 to ANNEX JJ

### MAJOR TRENDS AND ISSUES

1. **PURPOSE:** To present a synopsis of the PDOS survey results in the form of a discussion paper along with graphs of the significant findings.

2. **DISCUSSION:** The discussion paper, PDOS Survey Results, with inclosures is attached at Tab A.

TAB A - Discussion Paper, PDOS Survey Results

## Tab A to Appendix 6

### DISCUSSION PAPER, PDOS SURVEY RESULTS

DACS-PDOS

SUBJECT: PDOS Survey Results

30 October 1984

Issue. To identify major trends/issues emerging from the analysis of the two PDOS surveys: 01-06 and GO.

#### 1. The sample (Encl 1):

a. Is representative of the officer corps (sample size as of 1 Oct 84 is 14,046 company grade/field grade; 51% of the sample is company grade, the remainder field grade and 285 general officers).

b. Provides a wide range of demographic data (grade, branch, MACOM, type unit, sex, source of commission, current assignment, and both military and civilian education information).

#### 2. The individual officer (Encl 2):

a. Is satisfied with Army duty.

(1) Eighty-five percent agree they are satisfied with current duty position.

(2) Sixty-nine percent agree they are satisfied with assignment patterns to date.

(3) Eighty-one percent express intent to make the Army a career.

(4) Fifty-eight percent are satisfied that future development opportunities will be provided as needed.

b. Considers himself/herself to be "professional" in a "climate" that needs improvement.

(1) Ninety-eight percent agree the Army is more than a job.

(2) Eighty percent agree that officers with whom they work exemplify the "warrior spirit."

(3) Eighty-five percent agree that officers with whom they work exemplify the "Army ethic."

(4) Seventy percent agree individual needs are secondary to Army needs.

(5) Forty-seven percent of general officers agree that senior Army leaders behave too much like corporate executives and not enough like warriors.

(6) Forty-nine percent agree the bold, original, creative officer cannot survive in today's Army.

(7) Sixty-eight percent agree the officer corps is focused on personal gain rather than selflessness.

c. Desires a mentoring style of leadership.

(1) General officers strongly support the concept.

(2) Eighty-eight percent agree that an officer should be first a mentor and role model.

(3) Ninety-six percent feel commanders should be evaluated as to how well they mentor.

(4) Fifty-nine percent do not perceive themselves as having a mentor in their current assignment.

d. Identifies challenges to officer preparedness.

(1) General officers rate overall officer preparation to perform their mission as "good."

(2) Forty-eight percent select leadership/communications as the most important skill in their current position.

(3) Operational skills are identified as the weakest area of preparation across all grades.

(4) Leadership skills are reported as the second greatest weakness in development.

(5) Sixty-eight percent feel that only about two-thirds or less of their peers would make good wartime leaders (most feel that only half or less of their peers would make good wartime leaders).

(6) At least 25% of company grade officers are identified as having problems with the 3R's, while general officers strongly feel that competency in the 3R's should be a required entry skill.

(7) Forty-nine percent report that in case of rapid mobilization they are prepared to assume positions two levels above their current level.

(8) Seventy-eight percent agree that the Officer Professional Development System does not go far enough today in preparing officers for war and combat (only 67% of general officers agree).

3. The schoolhouse (Encl 3):

a. Is not perceived to be "broken"

(1) Most officers spend at least three years in the schoolhouse across 20 YOS; they feel that four years in school is "about right," and the typical officer is 2-3 years out of his most recent school.

(2) Seventy-five percent agree that their last school effectively prepared them to perform their wartime duties.

(3) Seventy-five percent agree the current education and training system for officers enhances combat readiness.

(4) Eighty-six percent state that their most recent school contributed at least "some" to their professional development (50% said "a great deal").

(5) Seventy-five percent agree their most recent school experience was at least "somewhat helpful" in preparation for future assignments.

b. Occurs at about the right time for most.

(1) Seventy percent agree that education/training opportunities occurred at the proper time in their career to date.

(2) Fifty-five percent agree that, relative to when the course was needed, the last school they completed occurred at the proper time (but 38% say both OAC and CAS3 occurred "too late").

c. Generally has appropriate standards.

(1) Seventy-five percent indicate the academic standards at their most recent school were "about right" (33% of OBC graduates and 27% of OAC graduates responded "too low").

(2) The instructor role is important.

(a) General officers say the instructor should also be a mentor, and not just an information conduit.

(b) Ninety-eight percent of general officers agree that instructors should meet at least the Army average in promotion potential.

d. Has a satisfactory overall quality of instruction but there is room for improvement, especially in OBC and OAC

(1) Sixty-nine percent rate the overall quality of instruction in their most recent school at least "good" (35% of OBC graduates and 37% of OAC graduates rate overall quality as "fair to poor").

(2) Sixty percent rate the overall quality of technical instruction in their most recent school to be at least "good."

(3) Fifty-two percent rate the overall quality of tactical instruction in their most recent school to be at least

"good" (48% of OBC graduates and 46% of OAC graduates rate overall quality of tactical instruction as "fair to poor").

(4) Forty-four percent rate the overall quality of leadership/human resource instruction to be at least "good," and only 42% agree that their most recent school effectively prepared them to be mentors (59% of OBC and OAC graduates rate overall quality of leadership instruction as "fair to poor")

e. Generally contains an appropriate amount of technical, tactical, and leadership instruction.

(1) Most officers say the quantity of technical, tactical, and leadership instruction in their most recent school was "about right."

(2) Only 47% agree that education/training systems prepare officers to keep pace with the fielding of high technology systems.

f. Can expect the individual to participate in the development process.

(1) Most officers disagree that schools should not require students to complete preliminary requirements prior to attendance (43% agree).

(2) The typical officer reports he/she could devote at least three hours per week to a correspondence type course.

g. Presents a cost-benefit dilemma with CAS3.

(1) Ninety-two percent of graduates rate the quality of instruction satisfactory.

(2) The quality of technical/tactical/leadership instruction at CAS3 was rated "good" by graduates with scores of 61%, 75%, and 71%, respectively.

(3) Sixty-seven percent of graduates agree CAS3 effectively prepared them to become mentors.

(4) Ninety-seven percent of CAS3 graduates reported the course contributed to professional development.

(5) Seventy-two percent of all officers feel the CAS3 method of instruction—small groups with a mentoring faculty—should be expanded to other schools.

(6) However, 38% of CAS3 graduates say the course occurred "too late" in their careers.

(7) Most officers and general officers recommend a course of action that would result in the course being deleted or merged with OAC (33% say that OAC, CAS3, and CGSC should be retained as is).

(8) Fifty-eight percent of those with an opinion feel that the number of officers attending CGSC should be expanded to accommodate all eligible officers (most general officers feel the numbers should remain the same).

h. Includes a useful advanced civil schooling program.

(1) Sixty-seven percent agree an advanced degree is needed to be proficient in at least one of their specialties.

(2) Seventy-five percent report they are motivated to seek an advanced degree to help them serve more effectively, grow intellectually, or be more competitive vice only 12% reporting they are motivated to get a degree to help obtain a good civilian job.

(3) Seventy percent agree an officer should acquire an advanced degree even if the Army doesn't fund it.

(4) Sixty percent report they are influenced, to some degree, to stay in the military by the opportunity to obtain additional civilian education.

i. Has some voids in the system.

(1) General officers most frequently mention the following systemic voids:

(a) Warfighting skills.

(b) Technical skills (to include hi-tech).

(c) A significant number of generals also feel there are no voids (43) and there is too much schooling (44) already.

(2) Seventy-two percent of field grade officers agree that the demands of the future battlefield will require field grade officers to continue their education/training after CGSC.

(3) Only 41% of field grade officers agree there is currently a need for additional education/training in warfighting/operational planning after CGSC.

(4) Only 32% of field grade officers agree that education and training must continue beyond SSC.

(5) Eighty-seven percent of general officers agree that there should be specific developmental opportunities at the general officer level to include periodic updates in doctrine/technology/tactics, cafeteria-style short courses, resource management, self-study with selected readings, How the Army Runs, and courses with industry.

(6) Ninety percent agree that all officers should receive training in joint/combined operations.

4. The unit/organization experience (Encl 4):

a. May represent the real key to professional development.

(1) Ninety-five percent of general officers agree more emphasis should be placed on the development of officers while they are in units.

(2) Most officers feel that an officer should be "away from troops" no longer than 3-4 years at a time.

(3) OJT/assignment is identified as the "greatest developmental experience" by most officers.

(4) Ninety-five percent report that OJT/assignments helped in the preparation for their current assignment (vice 76% for resident school experience).

(5) Most officers identify the battalion commander as having played the biggest role in shaping professional military values (the company commander was second, the instructor last), and 87% agree that NCOs played a significant role in their development as an officer.

(6) Eighty-four percent agree that socialization in units has made a contribution to their professional development, and 71% agree they have opportunity to further their development in their current assignment.

(7) General officers cite OJT as the most valuable learning experience for command, TOE unit, specialty immaterial, and service school assignments; the resident service school experience is most useful for high-level staff assignments, and civilian graduate schooling is most useful for high technology assignments.

b. Needs improvement in unit development programs.

(1) Almost one-third do not agree they have an opportunity to further their development in their current assignment.

(2) Most officers do not think the formal officer professional development program in their unit/organization contributes significantly to professional development (only 27% agree), and the typical development program for company grade officers is not more than one hour per month.

c. Contains some assignments seen as more important to the Army than others.

(1) Most general officers indicate that some assignments are more important than others.

(2) Ninety-three percent of commissioned officers agree that some assignments are more important.

(3) General officers identify the following as critical career transition points: Company command, transition to field grade, high-level staff, battalion command, brigade command, and transition to general officer.

5. Systemic guidance (Encl 5):

a. Identifies priorities.

(1) General officers report some officers should be experts in the art and science of war, and some should be experts in functional areas.

(2) General officers report development opportunities should be weighted toward those demonstrating the greatest potential; 61% of commissioned officers agree.

(3) General officers report excepted units should be minimized and there should be equal distribution of "quality officers" across the Army (i.e., equal quality cells).

(4) General officers report priority should be given both for the development of officers for command positions and for all other positions as well; commissioned officers share this same perception.

(5) TOE and TDA should both receive increased emphasis whenever increased resources are applied.

b. indicates current promotion policies are "about right," and most officers support some form of competency testing.

(1) Thirty-two percent agree most officers are promoted before becoming competent at their existing grade level.

(2) Seventy-two percent agree the policy of selecting very few officers for advancement below the zone encourages short-term, high-visibility goal focus.

(3) There is "no consensus" as to whether the current BZ promotion policy should remain the same, be expanded, or be abolished.

(4) Sixty-three percent of officers support some form of competency testing prior to promotion with most of these recommending test company grade only.

c. Is provided to establish responsibilities.

(1) Role ambiguity exists: the individual, the commander, MILPERCEN, and the proponent all are seen as playing a role in development.

(2) The responsibility for education, training, and socialization of the individual lies both with the schoolhouse and with the unit (to include the mentor and the individual).

d. Identifies management strategies for major changes to the system.

(1) General officers say the authority for major changes on decisions impacting on the Army should reside with HQDA.

(2) General officers say changes to the Officer Professional Development System should be accomplished through both study groups and an internal mechanism for change.

6. Good news: general officers cite the following:

a. Selection system works.

b. Officer Professional Development System is healthy: the officer corps is the strongest it has been in the memory of serving general officers.

c. OBC/OAC getting better.

d. CAS3 is effective.

e. SSC getting better.

f. The system is flexible enough to change to meet the needs of the future.

7. Key points to be stressed (Encl 6):

a. Successes:

(1) Duty satisfaction is high.

(2) The officer considers himself/herself to be professional.

(3) A mentoring style of leadership is accepted/desired by most.

(4) The schoolhouse is not seen as broken—it enhances readiness and development, occurs at about the right time, with an acceptable level of instruction quality, with academic standards that are "about right," and with an appropriate amount of technical, tactical, leadership content: CAS3 is being implemented with "high grades."

(5) The Advanced Civil Schooling program is helpful.

(6) The unit/organization is recognized as being the key to the development process by most; also important is the role of the individual.

(7) Systemic priorities are identified.

(8) The selection system is seen as working well.

(9) Schools are seen as improving.

(10) The overall system is not seen as unhealthy.

b. Challenges:

(1) Climate needs work.

(2) Officer preparedness suffers in warfighting skills areas.

(3) Basic educational skills are a problem for too many.

(4) School occurs too late for many.

(5) OBC/OAC still lag other schools in many areas.

(6) There is room for improvement in instruction quality/methodology, especially at the lower levels.

(7) CAS2 requires a cost/benefit/timing decision.

(8) Leadership is critical—but most officers do not have mentoring leaders and schools do not contribute as effectively as they might.

(9) General officers desire a formal "short-course" type development program.

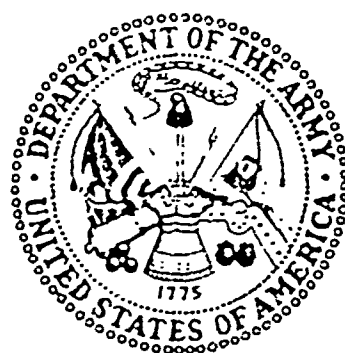
(10) Unit development programs need work.

(11) Role ambiguity in the development process exists.

(12) Unit experiences are critical to development—but there are many interruptions.

(13) Excepted units must be reduced and officers distributed to form equal cells of quality across the Army.

# PROFESSIONAL DEVELOPMENT OF OFFICERS STUDY

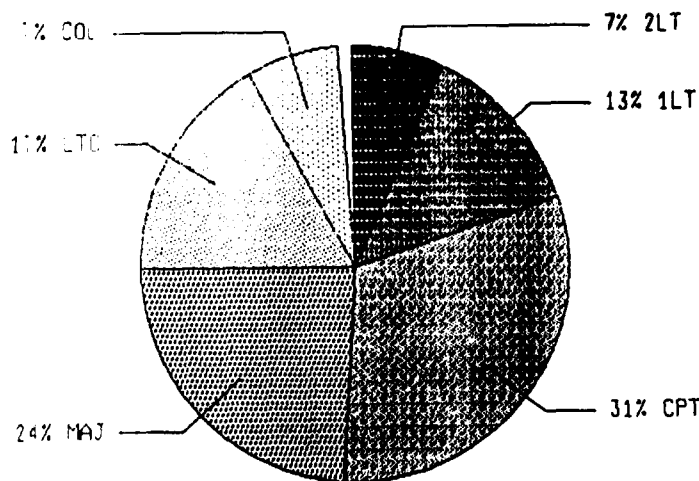




PDOS

## PDOS SURVEY RESULTS

### PROFESSIONAL DEVELOPMENT OF OFFICERS STUDY

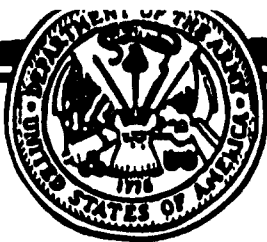


GRADE

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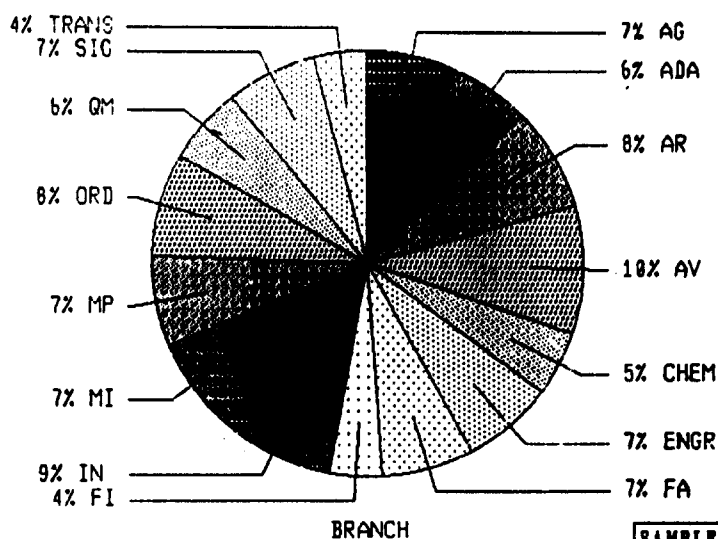
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## LEARNING IS A LIFESTYLE FOR LEADERS



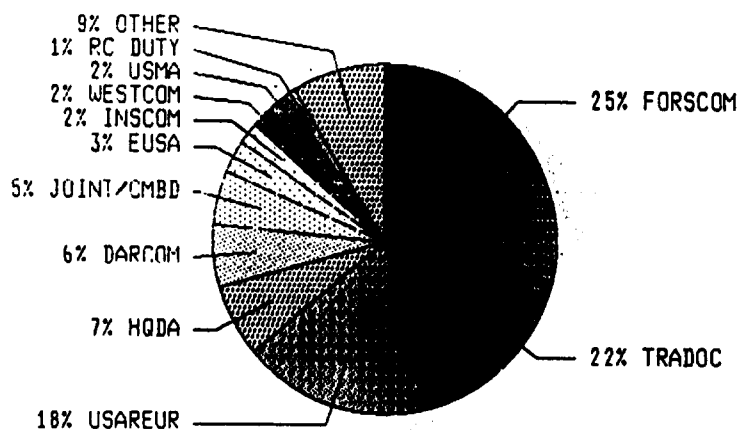
# PDOS

## PDOS SURVEY RESULTS (CONT'D)



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SAMPLE SIZE: 14,046

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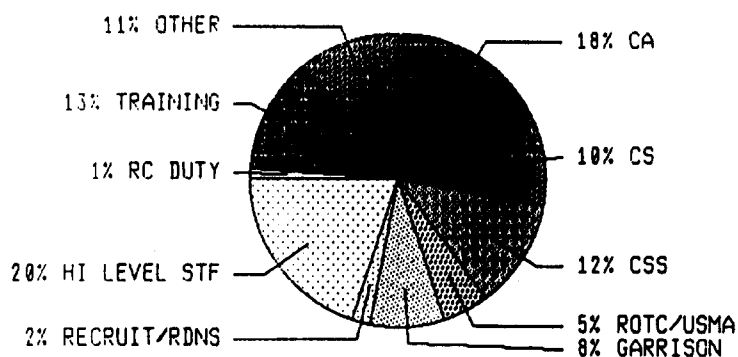
### LEARNING IS A LIFESTYLE FOR LEADERS





PDOS

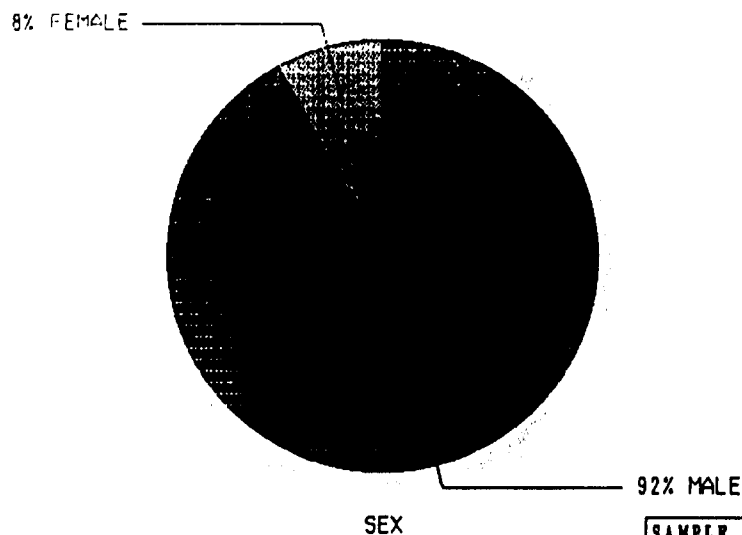
## SURVEY DEMOGRAPHICS



TYPE UNIT

SAMPLE SIZE: 14,048

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SEX

SAMPLE SIZE: 14,048

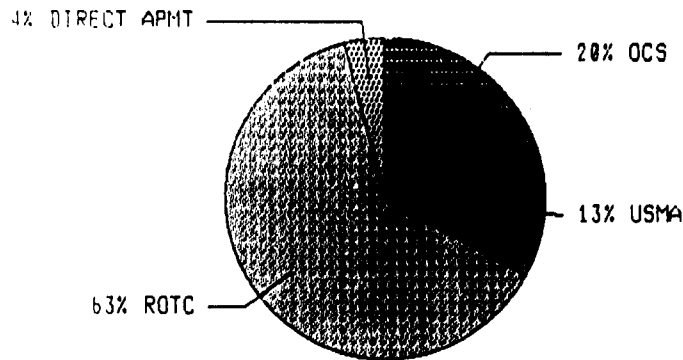
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LEARNING IS A LIFESTYLE FOR LEADERS



PDOS

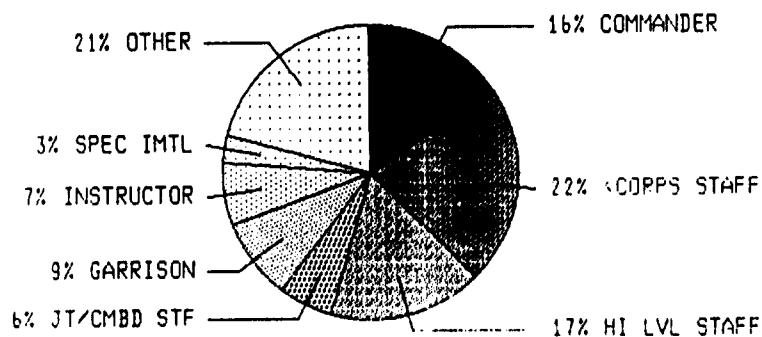
## SURVEY DEMOGRAPHICS (CONT'D)



SOURCE OF COMMISSION

SAMPLE SIZE: 14,048

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CURRENT ASSIGNMENT

SAMPLE SIZE: 14,048

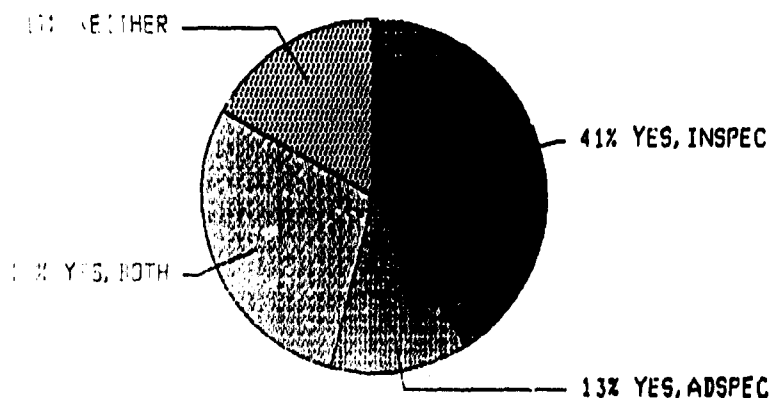
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PDOS

## SURVEY DEMOGRAPHICS (CONT'D)



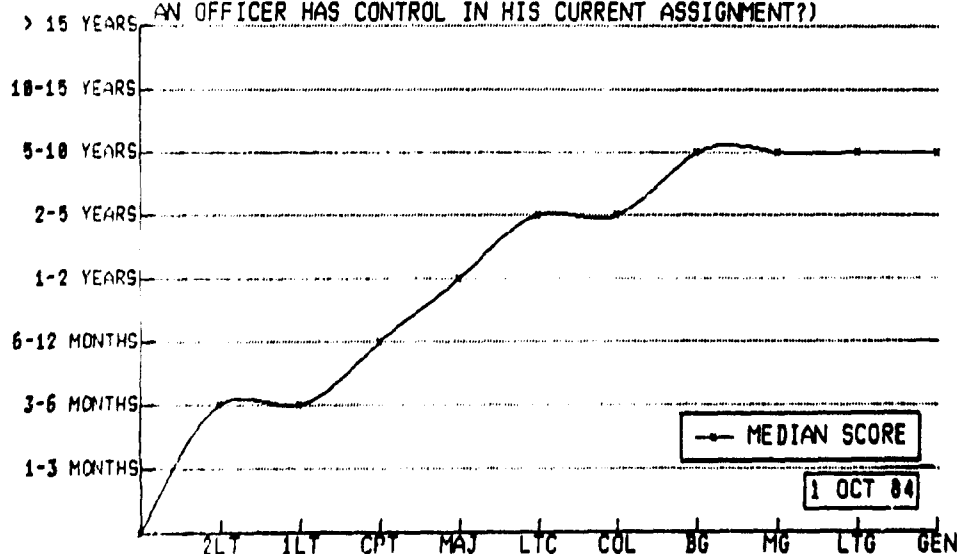
CURRENT POSITION REQUIRES SPECIALTY SKILLS

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SAMPLE SIZE: 14,046

### PROGRAM/PROJECT TIME SPAN

(HOW FAR FORWARD DO THE LONGEST PROGRAMS EXTEND OVER WHICH AN OFFICER HAS CONTROL IN HIS CURRENT ASSIGNMENT?)



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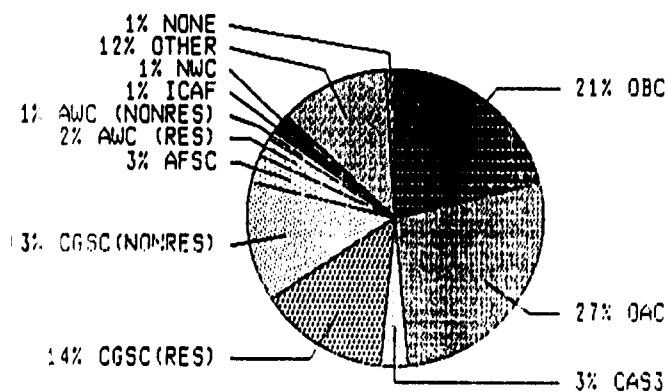
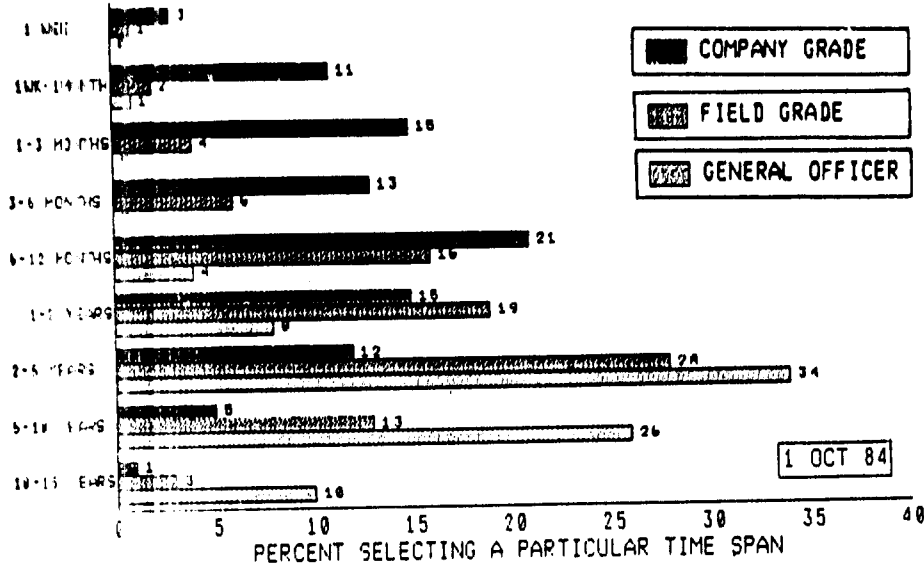


PDOS

## SURVEY DEMOGRAPHICS (CONT'D)

### PROGRAM/PROJECT TIME SPAN

(HOW FAR FORWARD THE LONGEST PROGRAMS/PROJECTS EXTEND OVER WHICH AN OFFICER HAS CONTROL IN HIS CURRENT ASSIGNMENT)



SAMPLE SIZE: 14,046

1 OCT 84

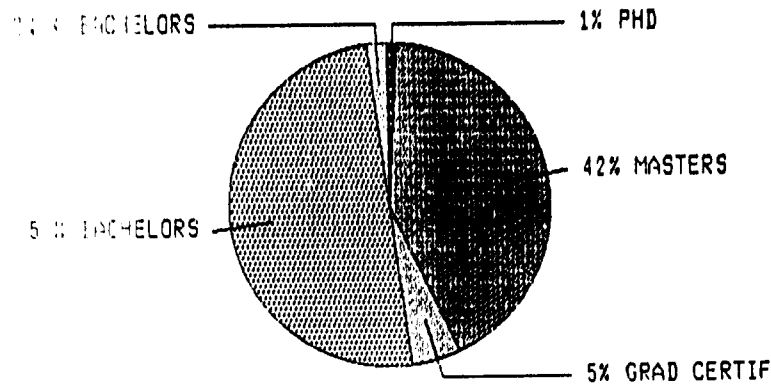
MOST RECENT SCHOOL COMPLETED

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PDOS

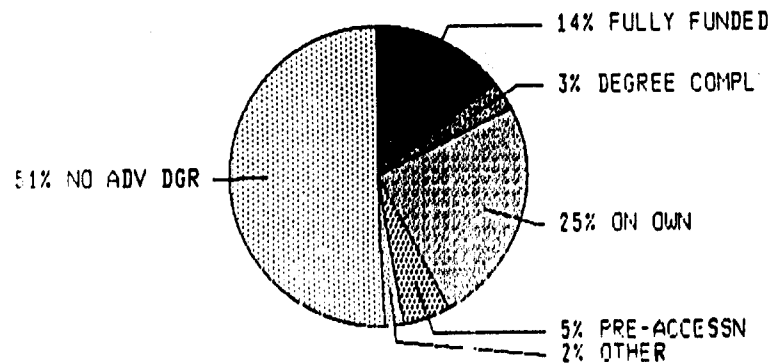
## SURVEY DEMOGRAPHICS (CONT'D)



HIGHEST LEVEL OF CIVILIAN EDUCATION

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SOURCE OF GRADUATE DEGREE

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SAMPLE SIZE: 14,046

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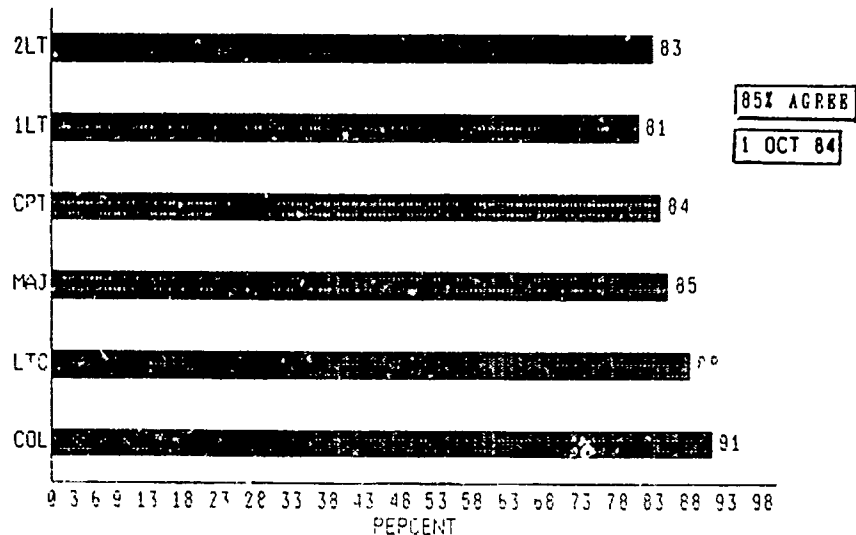


PDOS

## DUTY SATISFACTION IS HIGH

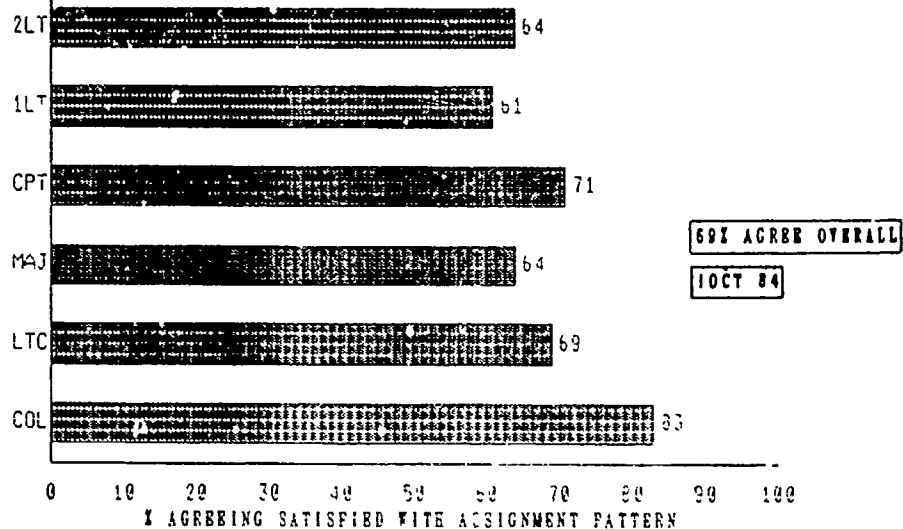
### SATISFACTION WITH DUTY POSITION

(PERCENT OF OFFICERS WHO ARE SATISFIED WITH CURRENT DUTY POSITION)



### SATISFACTION WITH ASSIGNMENTS

(% WHO AGREE THEY ARE SATISFIED WITH THEIR ASSIGNMENT PATTERNS  
TO DATE)

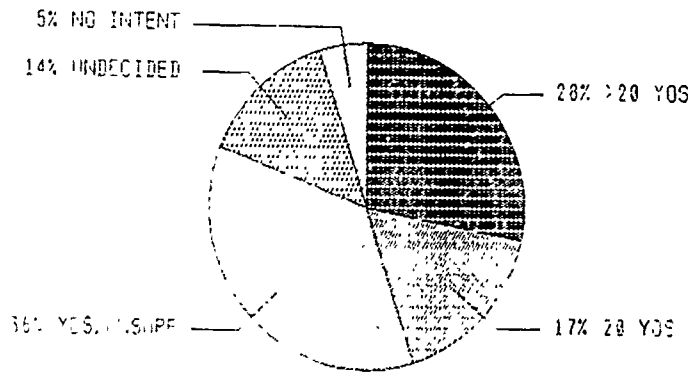


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PDOS

## DUTY SATISFACTION (CONT')



CAREER INTENT

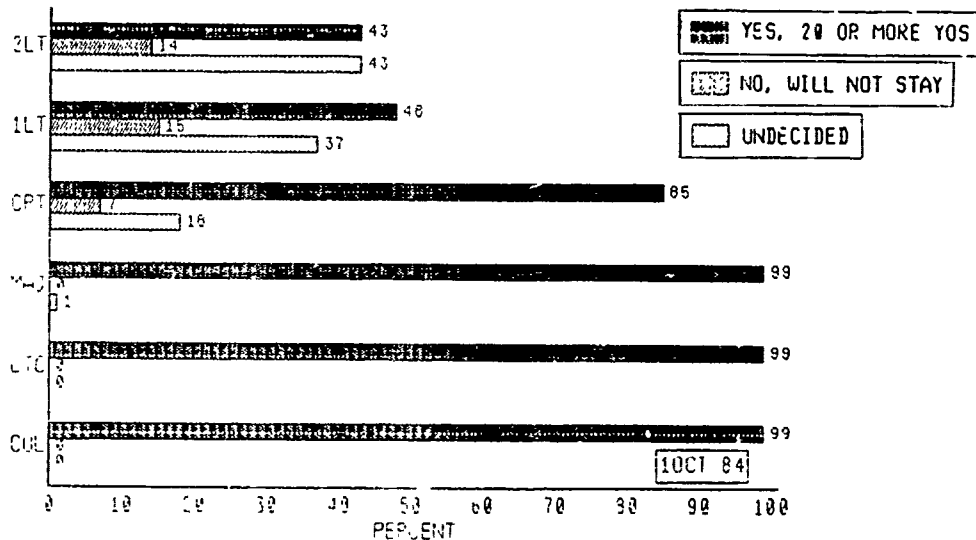
81% WILL STAY

SAMPLE SIZE: 14,046

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### CAREER INTENTION

(PERCENT OF OFFICERS WHO PLAN TO MAKE THE ARMY A CAREER)



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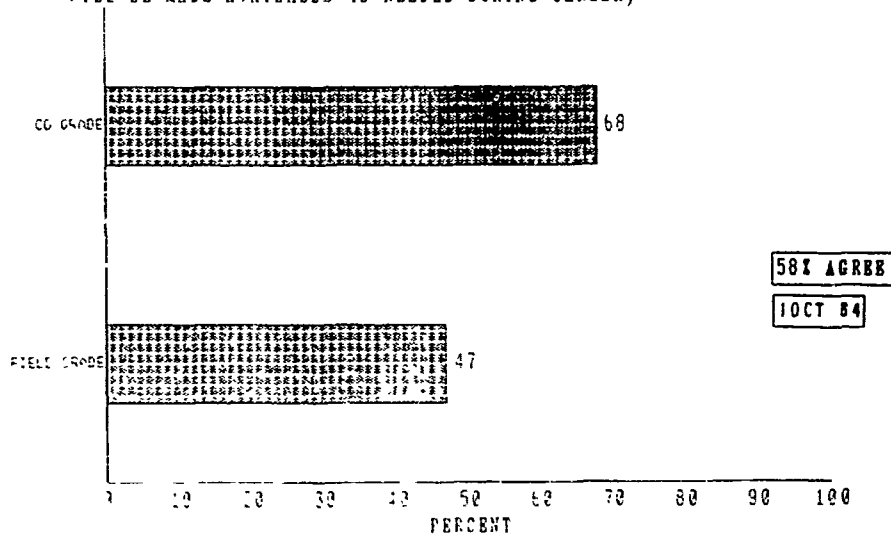


PDOS

## DUTY SATISFACTION (CONT')

### SATISFIED WITH FUTURE OPPORTUNITIES

(X WHO AGREE THAT APPROPRIATE PROFESSIONAL DEVELOPMENT OPPORTUNITIES  
WILL BE MADE AVAILABLE AS NEEDED DURING CAREER)



Satisfaction is generally high ... and  
"career intent" decisions occur early ...  
but many field grade officers are  
uncomfortable with future opportunities.

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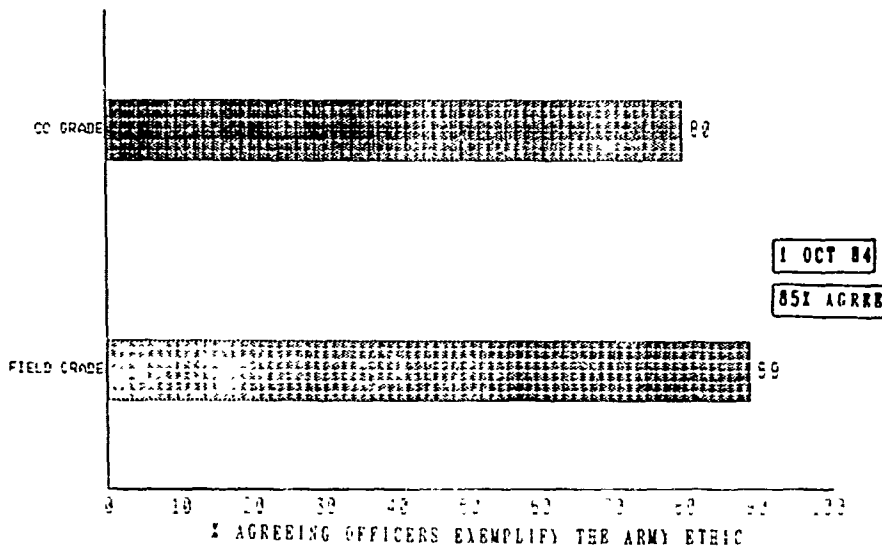


PDOS

## PROFESSIONALISM IS HIGH

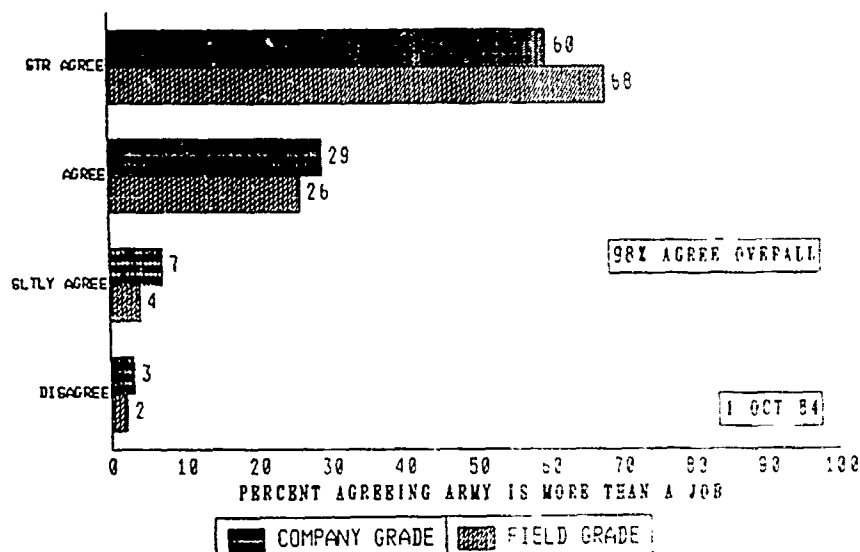
### PROFESSIONALISM: ARMY ETHIC

(% WHO AGREE OFFICERS WITH WHOM THEY WORK EXEMPLIFY THE ARMY ETHIC)



### THE ARMY IS MORE THAN A JOB

(% WHO AGREE THAT SERVICE IN THE ARMY IS MORE THAN JUST A JOB)



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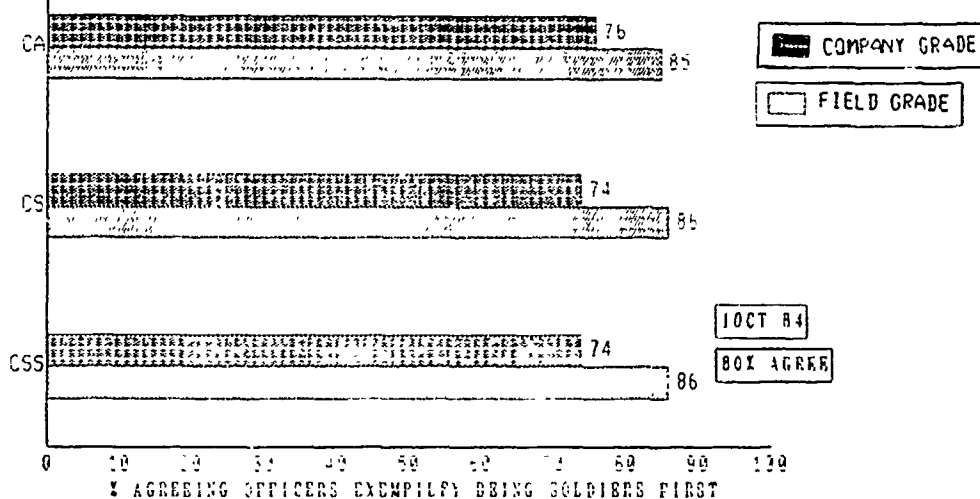


PDOS

## PROFESSIONALISM IS HIGH ....BUT CLIMATE NEEDS WORK (CONT'D)

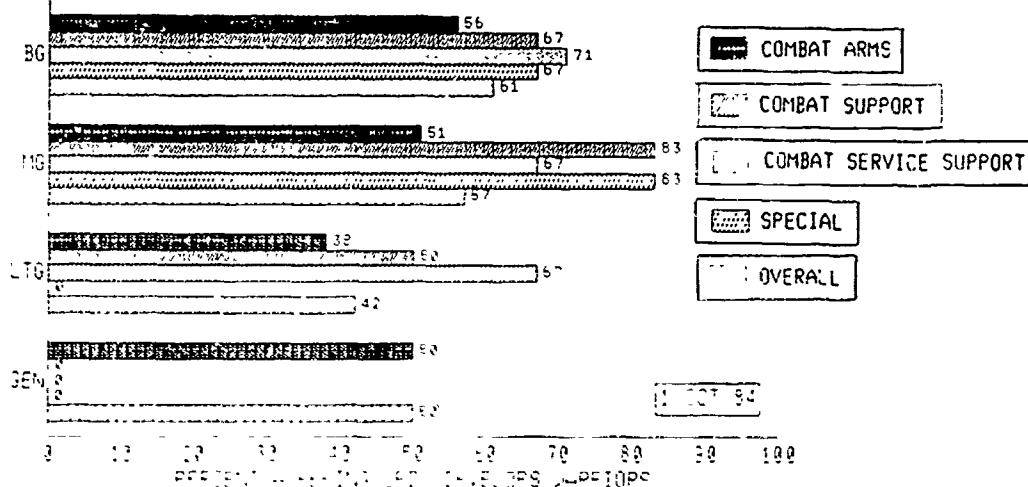
### PROFESSIONALISM: WARRIOR SPIRIT

(% WHO AGREE OFFICERS WITH WHOM THEY WORK EXEMPLIFY THEY ARE SOLDIERS FIRST AND ARE PHYSICALLY/MENTALLY PREPARED FOR WAR AND COMBAT)



### DO OFFICERS EXEMPLIFY WARRIOR SPIRIT?

(% GO WHO AGREE THAT GPDS DEVELOPS OFFICERS WHO EXEMPLIFY WARRIOR SPIRIT)



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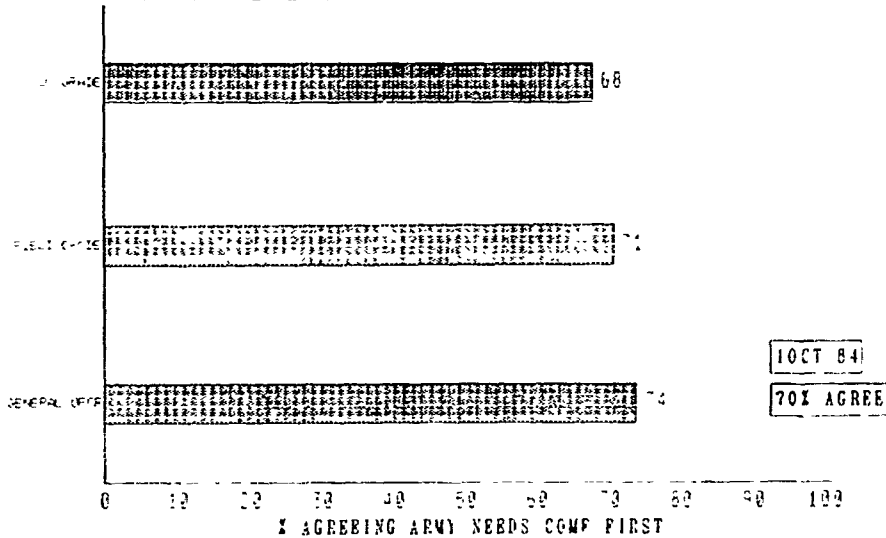


PDOS

## PROFESSIONALISM IS HIGH ....BUT CLIMATE NEEDS WORK (CONT'D)

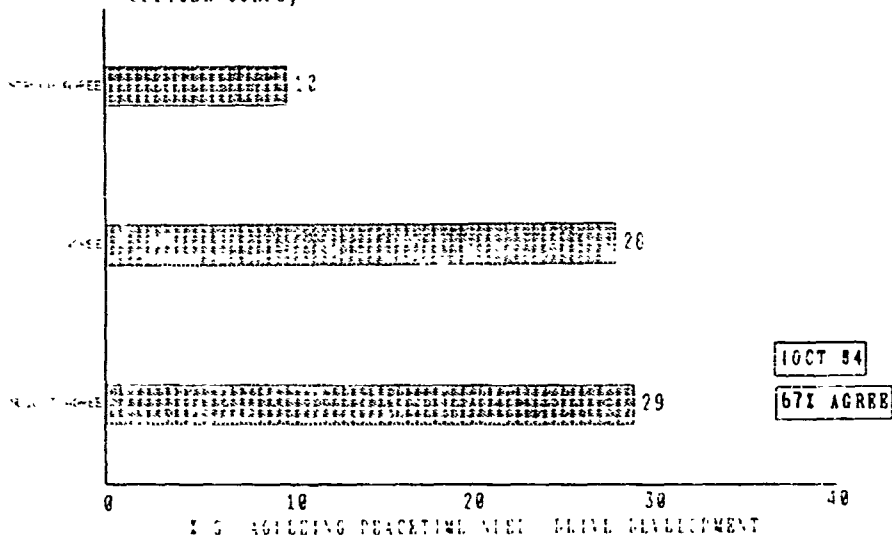
### ARMY NEEDS COME FIRST

(% WHO AGREE CAREER DEVELOPMENT FOR INDIVIDUAL OFFICERS IS SECONDARY TO THE NEED FOR THE ARMY TO DEFEND THE COUNTRY AND DETER WAR)



### PEACETIME NEEDS DRIVE DEVELOPMENT

(% WHO AGREE PEACETIME NEEDS ARE DRIVING THE DEVELOPMENT OF THE OFFICER CORPS)



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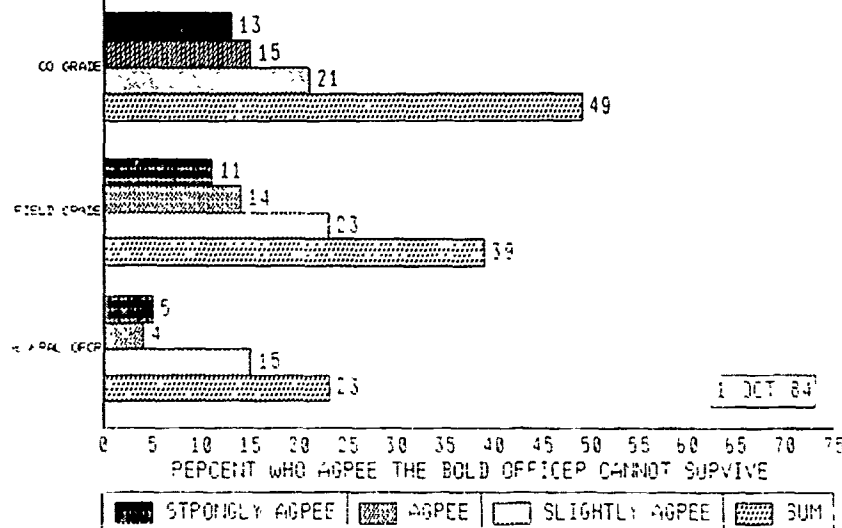


PDOS

## CLIMATE NEEDS WORK (CONT'D)

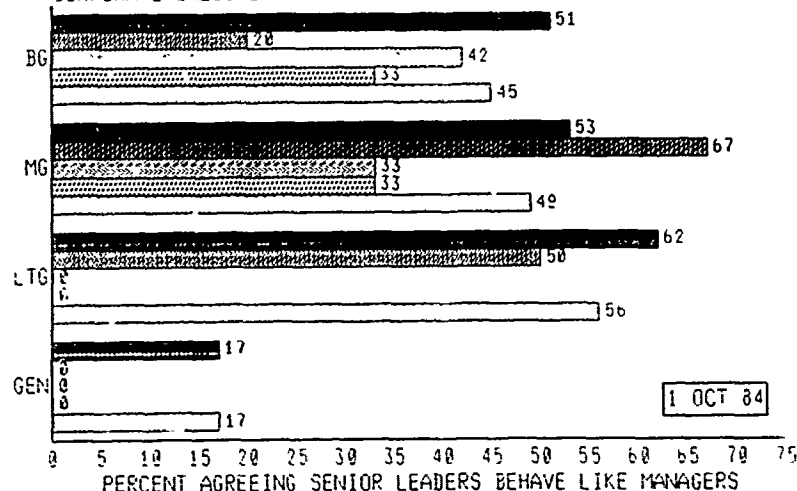
### CAN THE BOLD OFFICER SURVIVE?

(% WHO AGREE THE BOLD, ORIGINAL, CREATIVE OFFICER CANNOT SURVIVE IN TODAY'S ARMY)



### LEADERS AS CORPORATE EXECUTIVES

(% WHO AGREE THAT SENIOR ARMY LEADERS BEHAVE TOO MUCH LIKE CORPORATE EXECUTIVES AND NOT ENOUGH LIKE WARRIORS)



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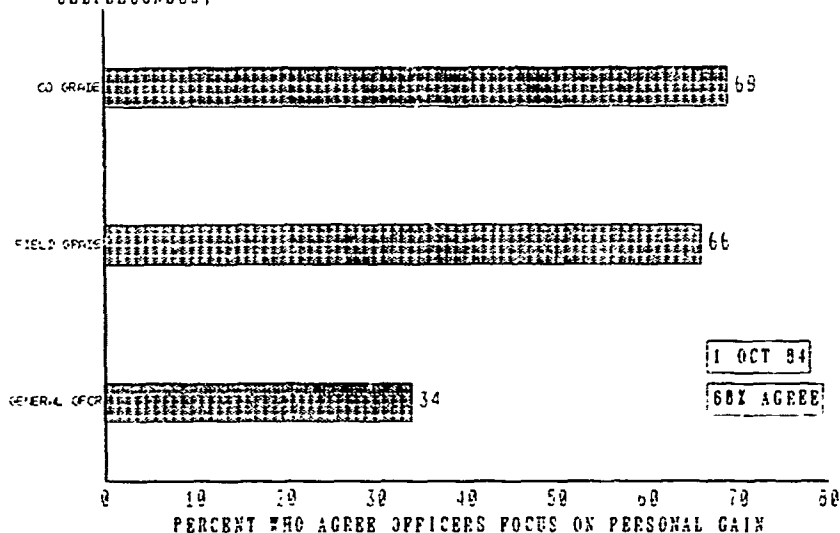


PDOS

## CLIMATE NEEDS WORK (CONT'D)

### OFFICERS: SELFLESS OR SELFISH?

(% WHO AGREE THE OFFICER CORPS IS FOCUSED ON PERSONAL GAIN RATHER THAN SELFLESSNESS)



...The goal of the Officer Professional Development is to strengthen and fortify the will, character, knowledge and skill of those who lead and support soldiers. Its fundamental principle is that officers develop a vision of the nature of future warfare, expect it, and personally prepare themselves and their subordinates to fight and win on the battlefield. In the final analysis, it is the requirement to meet the demands of combat that defines the value of the officer corps.

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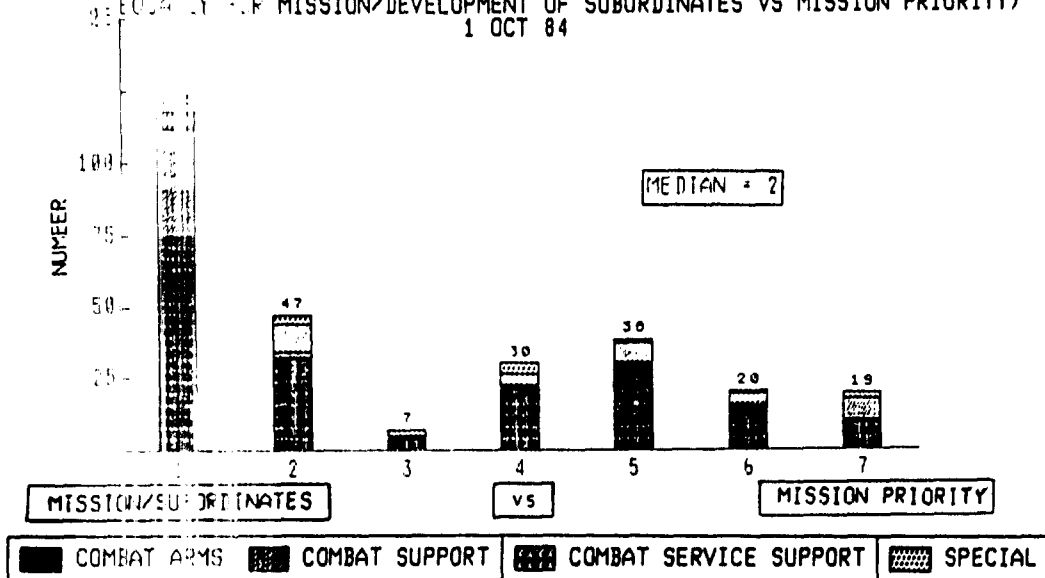


PDOS

## MENTORING IS DESIRED... BUT THERE ARE NOT ENOUGH MENTORS

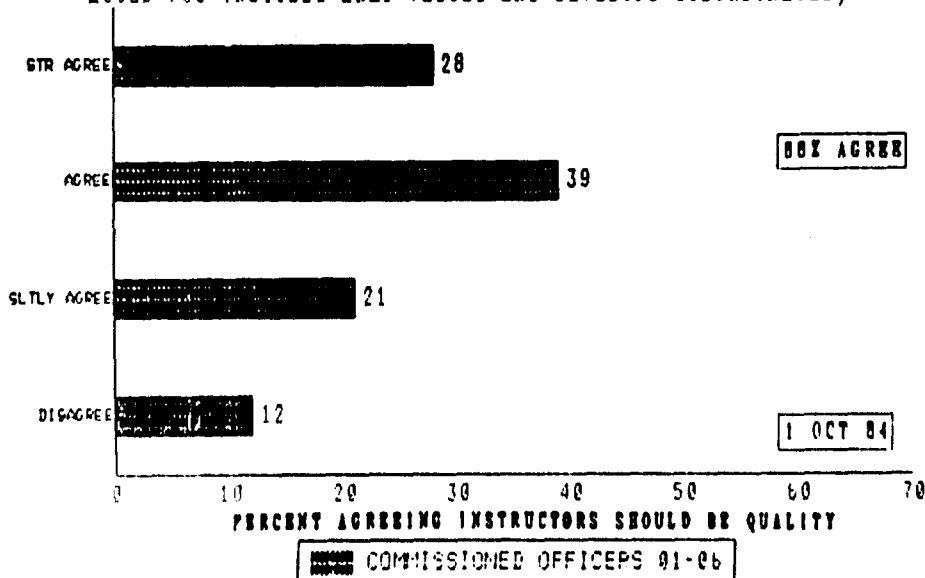
### OFFICER ROLE AS MENTOR

COMBAT GENERAL OFFICERS SAY ABOUT WHETHER THE LEADER IS RESPONSIBLE  
EQUALLY FOR MISSION/DEVELOPMENT OF SUBORDINATES VS MISSION PRIORITY)  
1 OCT 84



### BE FIRST A MENTOR!

(X WHO AGREE THAT THE OFFICER SHOULD BE FIRST A MENTOR AND A ROLE  
MODEL WHO INSTILLS ARMY VALUES AND DEVELOPS SUBORDINATES)



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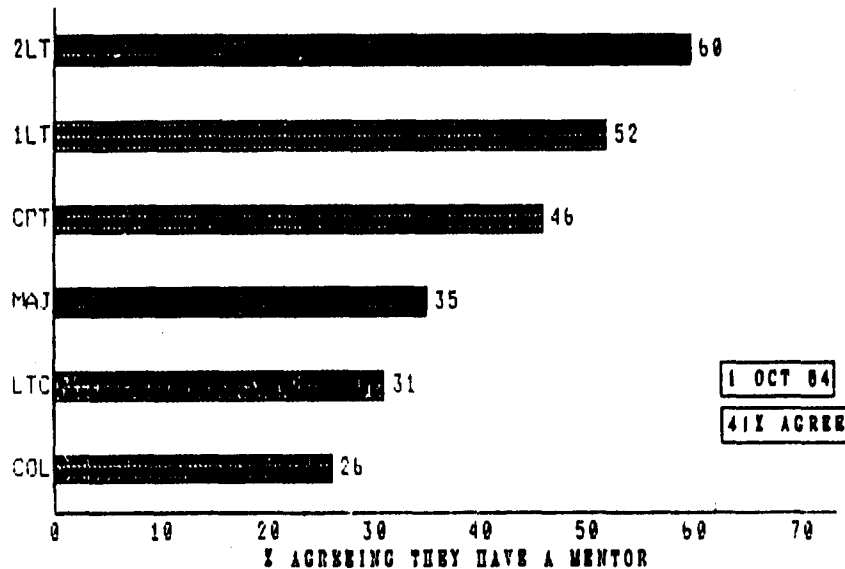


PDOS

## MENTORING IS DESIRED... BUT THERE ARE NOT ENOUGH MENTORS (CONT'D)

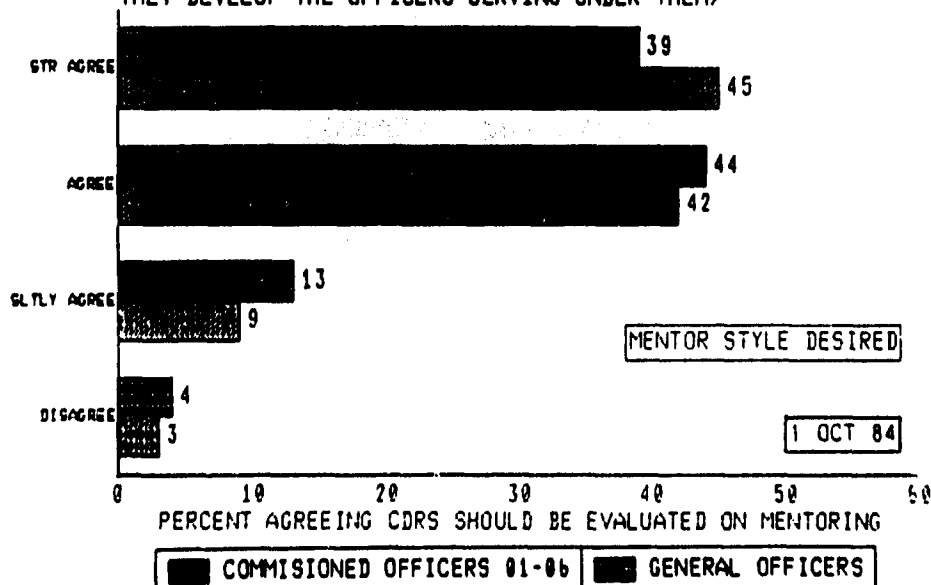
### PRESENCE OF A MENTOR

(% AGREEING THAT IN THEIR CURRENT ASSIGNMENT THEY HAVE A MENTOR)



### EVALUATE COMMANDERS ON MENTORING

(% WHO AGREE THAT COMMANDERS SHOULD BE EVALUATED ON THE EXTENT  
THEY DEVELOP THE OFFICERS SERVING UNDER THEM)



LEARNING IS A LIFESTYLE FOR LEADERS



PDOS

## CHALLENGES TO OFFICER PREPAREDNESS EXIST

### OFFICER PREPAREDNESS

(WHAT IS THE LEVEL OF PREPARATION OF OFFICERS TO PERFORM THEIR MISSION AS IDENTIFIED BY GENERAL OFFICERS?)

GRADE -----	LEVEL OF PREPARATION -----
LT	ADEQUATE
CPT	GOOD
MAJ	GOOD
LTC	GOOD
COL	GOOD
BG	GOOD
MG	GOOD
LTG	EXCELLENT
GEN	EXCELLENT

1 OCT 84

SOURCE: GO SURVEY

### WEAKEST AREA OF PREPARATION

(WEAKEST AREA OF PREPARATION FOR EACH GRADE LEVEL AS IDENTIFIED BY GENERAL OFFICERS)

GRADE -----	WEAKEST PREPARATION -----
LT	TECHNICAL SKILLS
CPT	OPERATIONAL SKILLS
MAJ	OPERATIONAL SKILLS
LTC	OPERATIONAL SKILLS
COL	OPERATIONAL SKILLS
BG	NO MAJOR SHORTFALL/OPERATIONAL SKILLS
MG	NO MAJOR SHORTFALL/OPERATIONAL SKILLS
LTG	NO MAJOR SHORTFALL/OPERATIONAL SKILLS
GEN	NO MAJOR SHORTFALL/OPERATIONAL SKILLS

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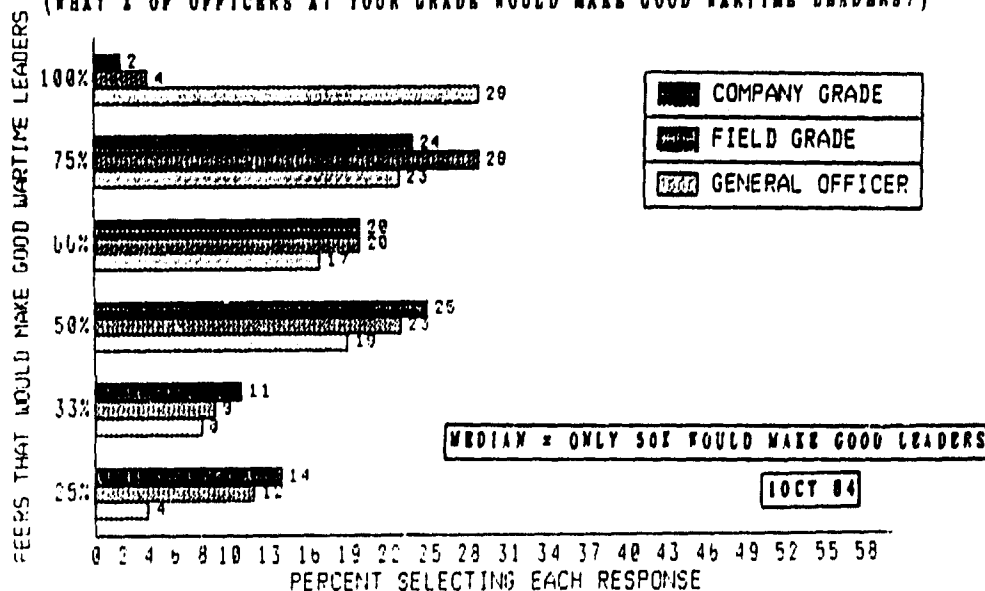


PDOS

## CHALLENGES TO OFFICER PREPAREDNESS EXIST (CONT'D)

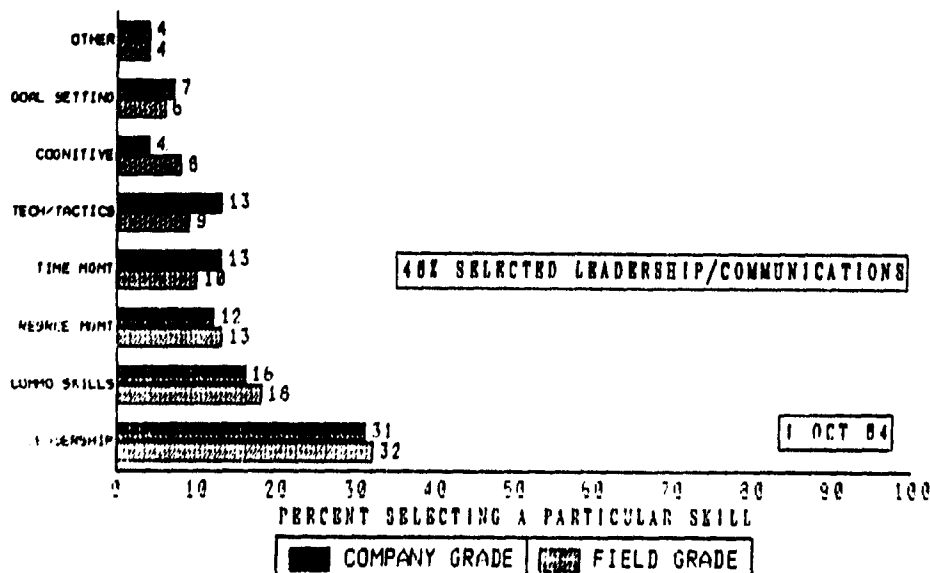
### WARTIME LEADERSHIP PROFICIENCY

(WHAT % OF OFFICERS AT YOUR GRADE WOULD MAKE GOOD WARTIME LEADERS?)



### LEADERSHIP: THE MOST IMPORTANT SKILL

(SELECT THE SKILL MOST IMPORTANT TO YOU IN YOUR CURRENT POSITION)



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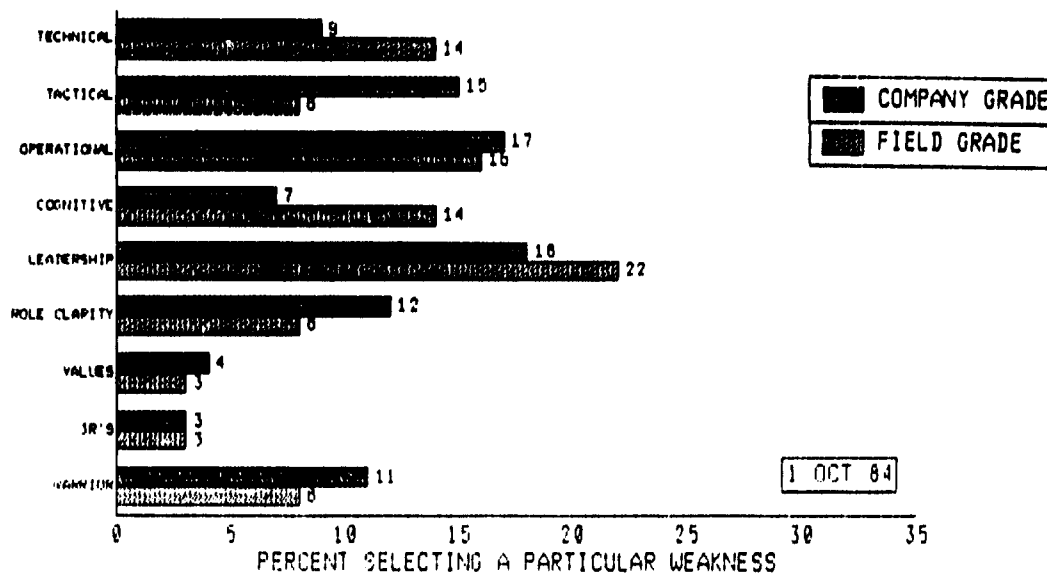


PDOS

## OPERATIONAL AND LEADERSHIP SKILLS NEEDS WORK

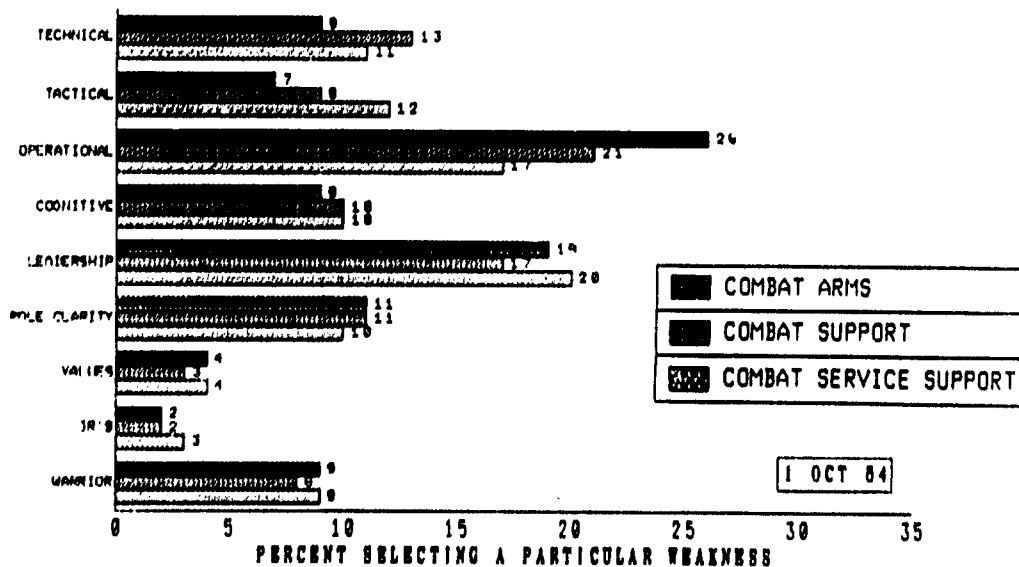
### GREATEST WEAKNESS IN DEVELOPMENT

(WHAT IS GREATEST WEAKNESS IN DEVELOPMENT AT YOUR GRADE?)



### GREATEST WEAKNESS IN DEVELOPMENT

(WHAT IS GREATEST WEAKNESS IN DEVELOPMENT AT YOUR BRANCH?)



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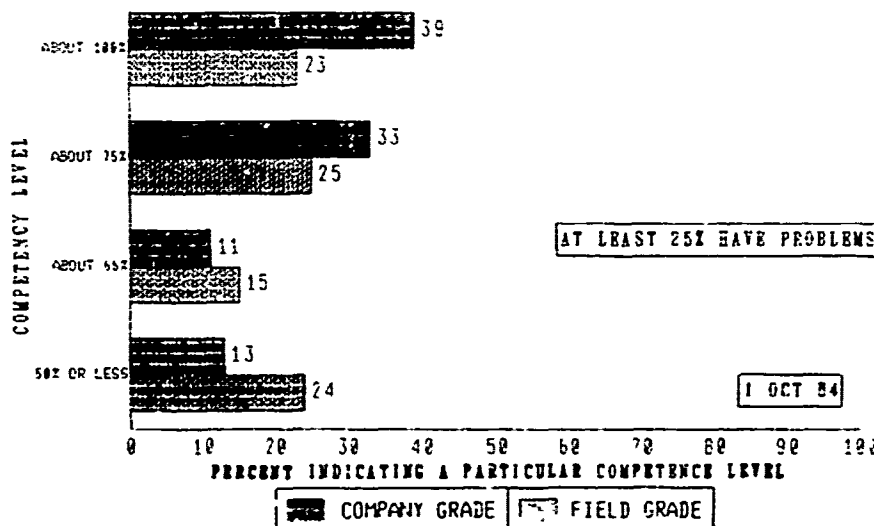


# PDOS

## READINESS INCLUDES 3R'S

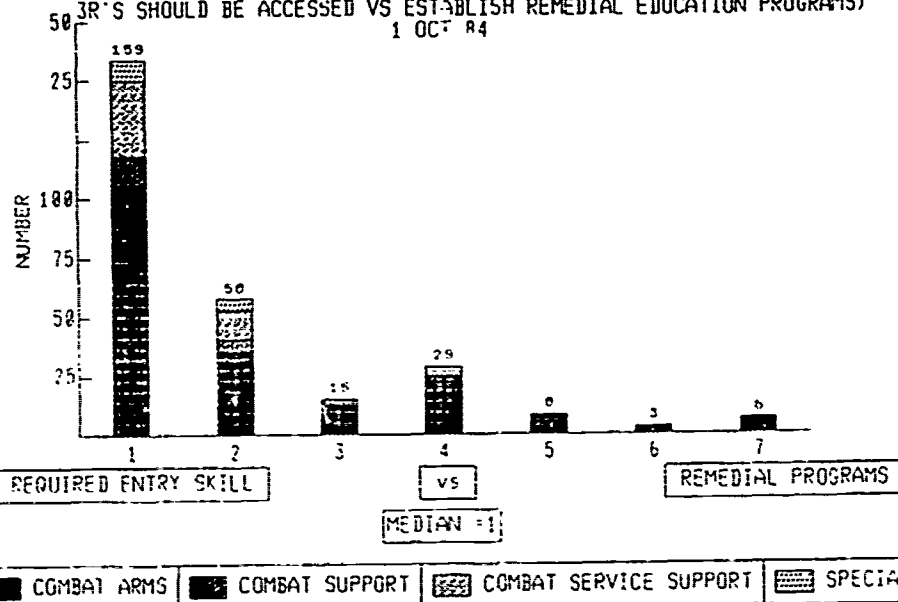
### BUT ARE THEY LITERATE?

WHO INDICATED WHAT PERCENT OF THE COMPANY GRADE OFFICERS IN THEIR CURRENT ORGANIZATION ARE COMPETENT IN BASIC EDUCATIONAL SKILLS?



### REMEDIAL EDUCATION FOR 3R'S

WHAT GENERAL OFFICERS SAY ABOUT WHETHER ONLY OFFICERS PROFICIENT IN 3R'S SHOULD BE ACCESSED VS ESTABLISH REMEDIAL EDUCATION PROGRAMS)



## LEARNING IS A LIFESTYLE FOR LEADERS

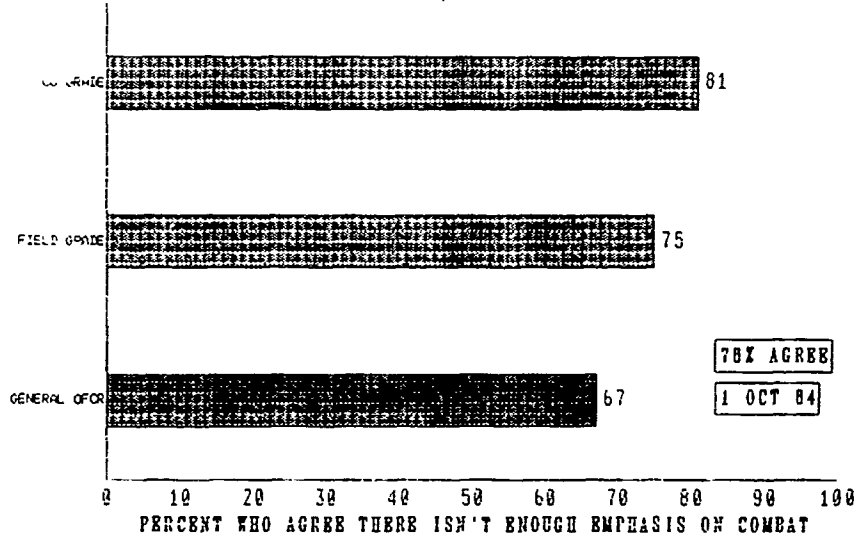


PDOS

## READINESS (CONT')

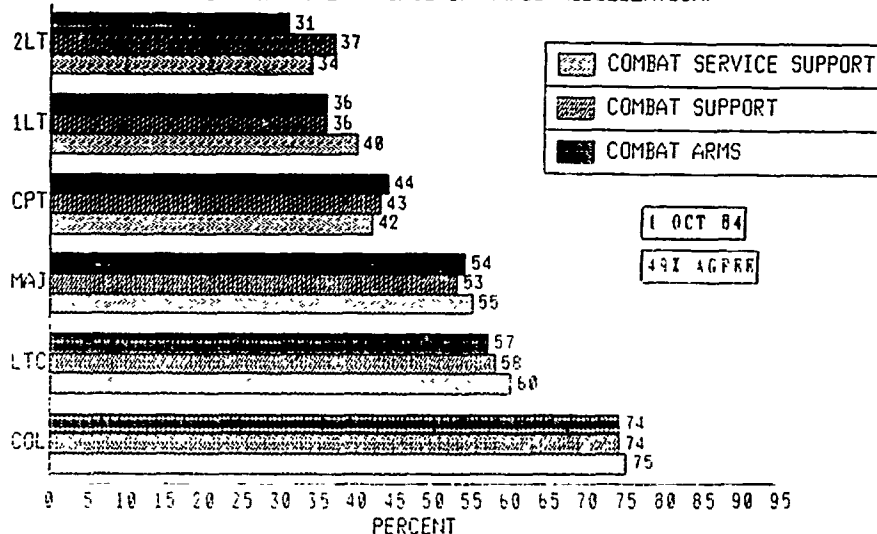
### ENOUGH EMPHASIS ON WAR/COMBAT?

(% WHO AGREE OPDS DOES NOT GO FAR ENOUGH TODAY IN PREPARING OFFICERS FOR WAR AND COMBAT)



### "TWO LEVEL" PROFICIENCY

(% WHO AGREE THEY ARE PREPARED TO ASSUME POSITIONS TWO LEVELS ABOVE THEIR CURRENT ONE IN CASE OF RAPID MOBILIZATION)



LEARNING IS A LIFESTYLE FOR LEADERS



PDOS

## SCHOOLHOUSE

### PURPOSE OF SCHOOL

(WHAT SHOULD BE THE PURPOSE OF EACH OF THE INSTITUTIONAL SCHOOLS?)

SCHOOL	MOST IMPORTANT OBJECTIVES
OBC	BASIC BRANCH SKILLS/ ARMY VALUES
OAC	PREP FOR CMD/OPERATIONAL SKILLS
CAS3	STAFF SKILLS/COGNITIVE & INTEGRATIVE SKILLS
CGSC	PREP FOR CMD & STAFF/OPERATIONAL LEVEL WAR SKILLS
AMSP	PREP FOR CMD & STAFF/COGNITIVE & INTEGRATIVE SKILLS
SSC	ORGANIZATIONAL DEVELOPMENT/PREP FOR HI-LEVEL STAFF

1 OCT 84

SOURCE: GO SURVEY

### SCHOOL: HOW RECENT?

(HOW LONG AGO WAS YOUR MOST RECENT SCHOOL?)

SCHOOL	HOW LONG SINCE COMPLETION
OBC	1-2 YEARS
OAC	3-4 YEARS
CAS3	1-2 YEARS
CGSC (NR)	2-3 YEARS
CGSC (R)	4-5 YEARS
AWC (NR)	2-3 YEARS
AWC (R)	3-4 YEARS

TYPICAL OFFICER IS 2-3 YEARS OUT OF SCHOOL

1 OCT 84

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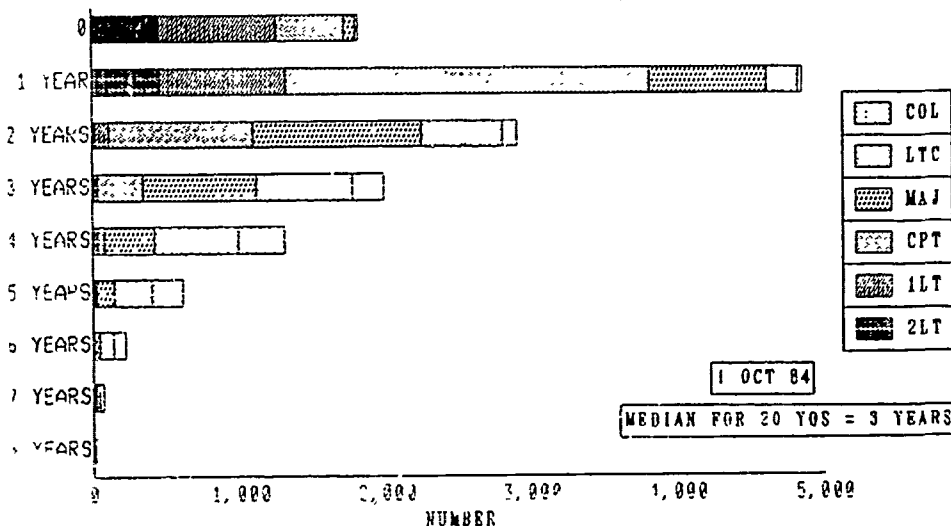


# PDOS

## SCHOOLHOUSE

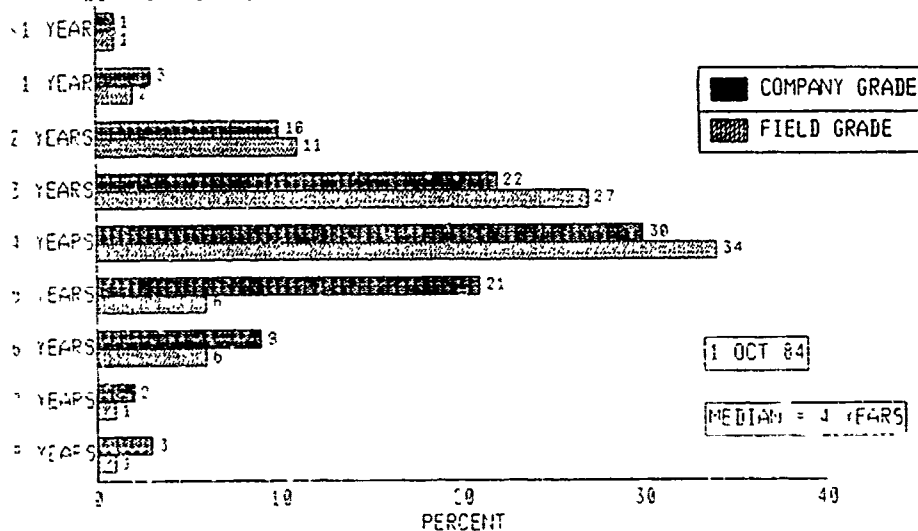
### HOW MANY YEARS IN SCHOOL?

(NUMBER OF YEARS SPENT AS A FULL TIME STUDENT IN A MILITARY OR CIVILIAN INSTITUTION SINCE COMMISSIONING)



### HOW MUCH SCHOOL?

(HOW MUCH TIME IS REQUIRED FOR OFFICERS TO SPEND IN SCHOOL DURING A 20 YEAR CAREER TO STAY CURRENT IN THEIR FIELD?)



## LEARNING IS A LIFESTYLE FOR LEADERS

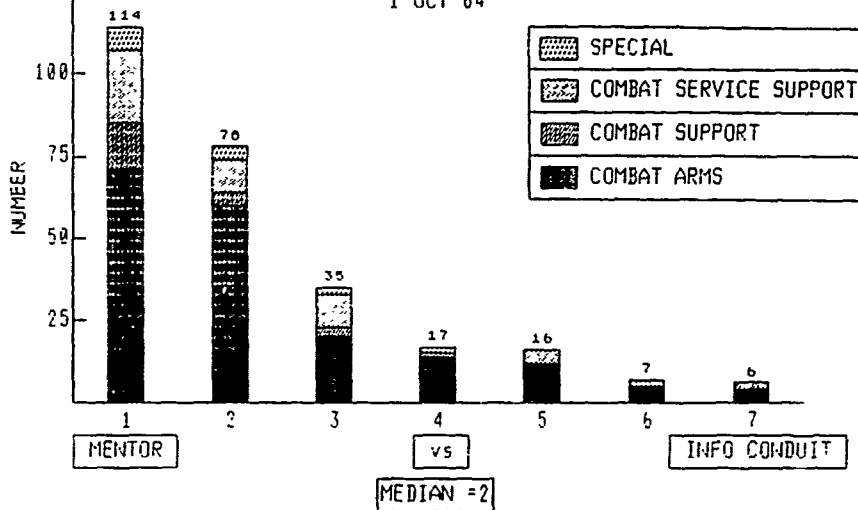


PDOS

## INSTRUCTOR ROLE IS IMPORTANT

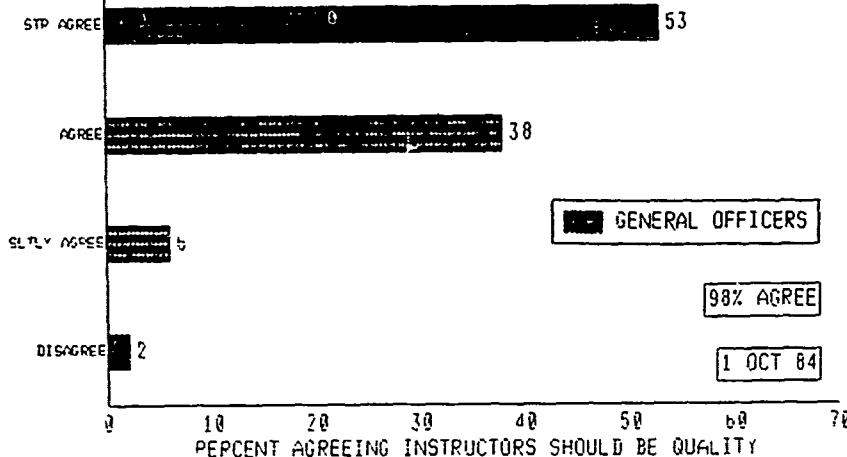
### ROLE OF INSTRUCTOR

(WHAT GENERAL OFFICERS SAY ABOUT WHETHER THE ARMY SCHOOL INSTRUCTOR SHOULD ALSO BE A MENTOR VS ONLY PASS OUT INFORMATION)  
1 OCT 84



### INSTRUCTORS SHOULD BE QUALITY

(% WHO AGREE THAT THE PROMOTION POTENTIAL OF OFFICERS ASSIGNED AS TRADOC INSTRUCTORS SHOULD MEET AT LEAST THE ARMY AVERAGE)



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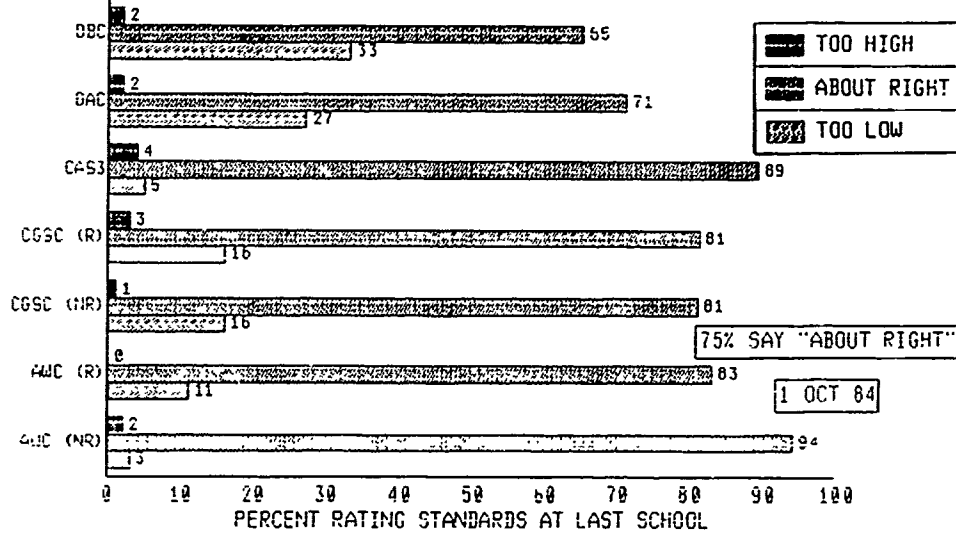


PDOS

## SCHOOL STANDARDS ARE ABOUT RIGHT

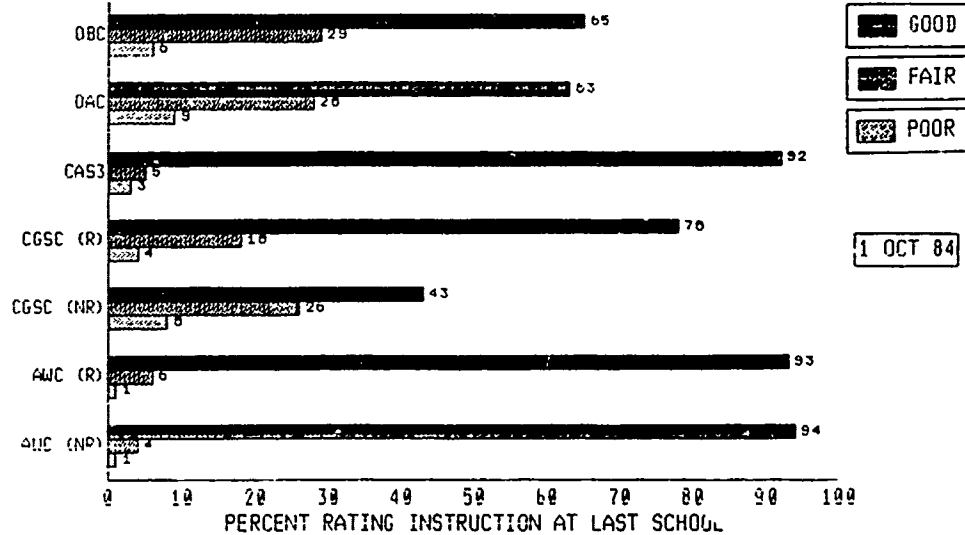
### ACADEMIC STANDARDS ABOUT RIGHT

(PERCENT INDICATING EXTENT TO WHICH ACADEMIC STANDARDS AT THEIR MOST RECENT SCHOOL ARE: TOO HIGH, ABOUT RIGHT, OR TOO LOW)



### QUALITY OF INSTRUCTION SATISFACTORY

(WHAT WAS THE OVERALL QUALITY OF INSTRUCTION IN LAST SCHOOL ATTENDED?)



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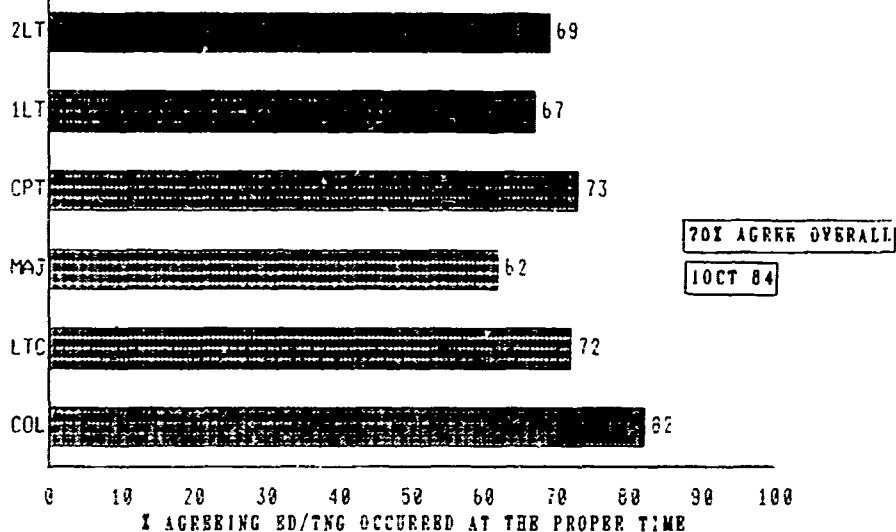


PDOS

## SCHOOL TIMING ABOUT RIGHT... BUT COMES LATE FOR MANY

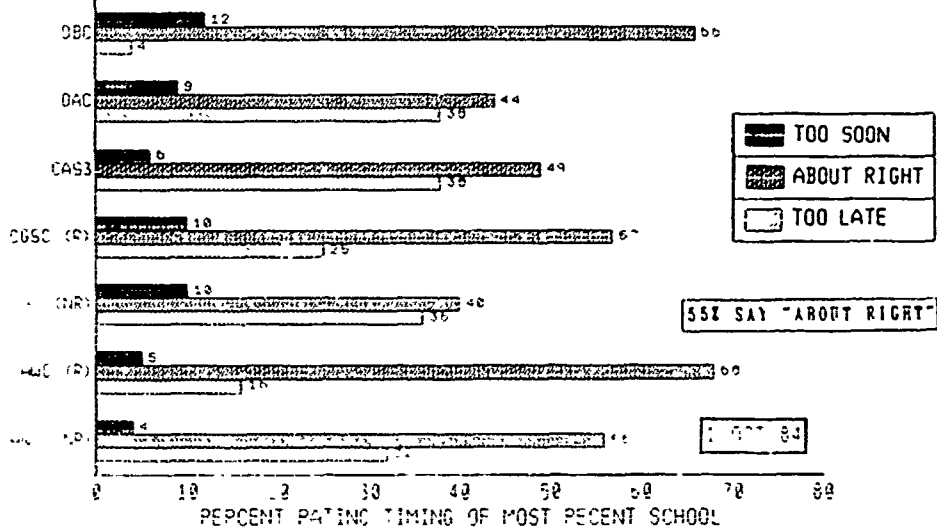
### TIMING OF ED/TNG OPPORTUNITIES

(% WHO AGREE THAT EDUCATION AND TRAINING OPPORTUNITIES OCCURRED AT THE PROPER TIME IN THEIR CAREER TO DATE)



### TIMING OF SCHOOLS

(RELATIVE TO WHEN THE COURSE WAS NEEDED, DID THE COURSE OCCUR AT THE PROPER TIME?)



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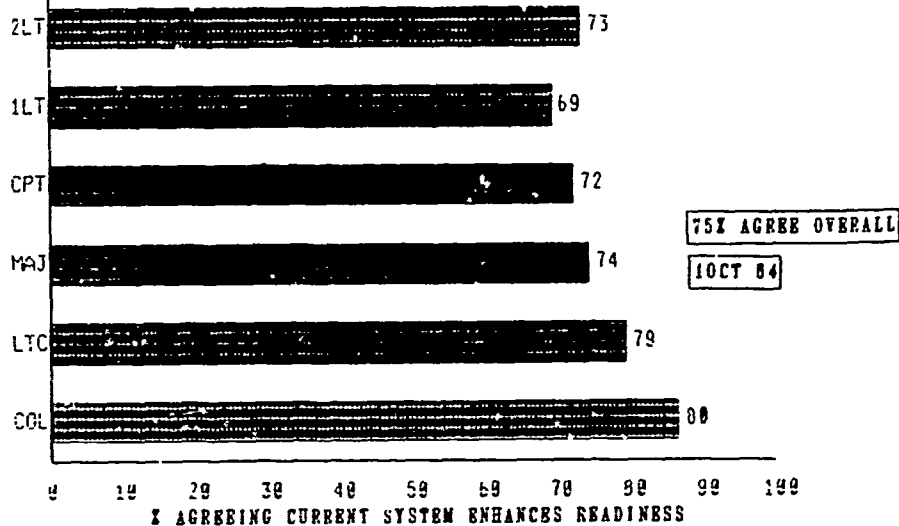


PDOS

## SCHOOLS ARE MEETING ARMY NEEDS

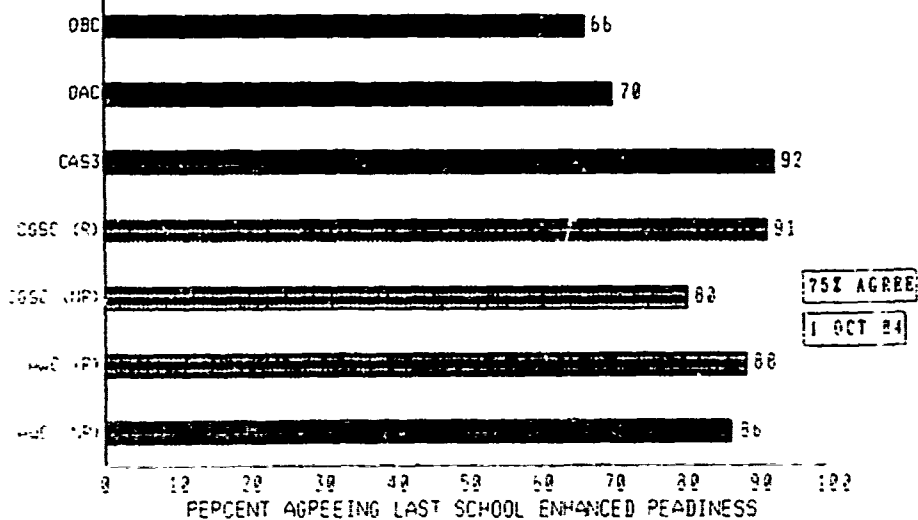
### ED/TNG SYSTEM ENHANCES READINESS

(% WHO AGREE THAT THE CURRENT EDUCATION AND TRAINING SYSTEM FOR OFFICERS ENHANCES COMBAT READINESS)



### ARMY SCHOOLS ENHANCE READINESS

(% AGREEING THAT THEIR LAST SCHOOL EFFECTIVELY PREPARED THEM TO PERFORM THEIR WARTIME DUTIES)



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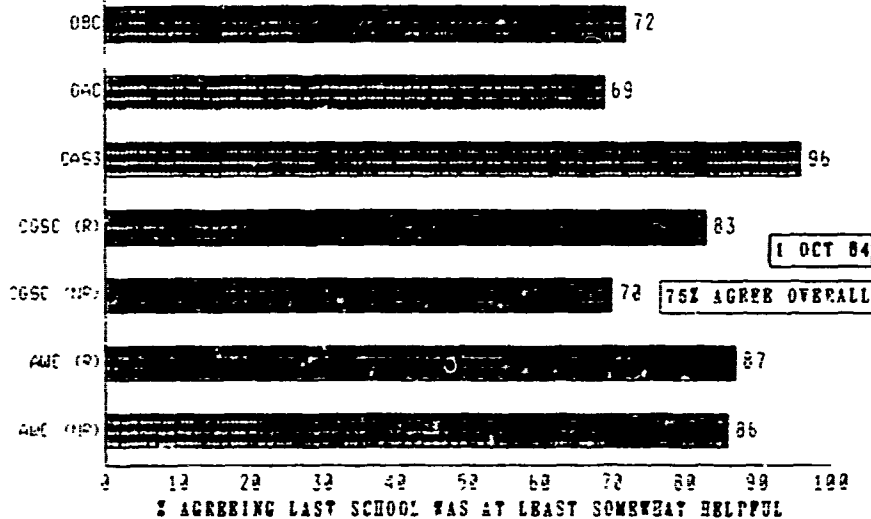


PDOS

## SCHOOLS ARE MEETING ARMY NEEDS (CONT'D)

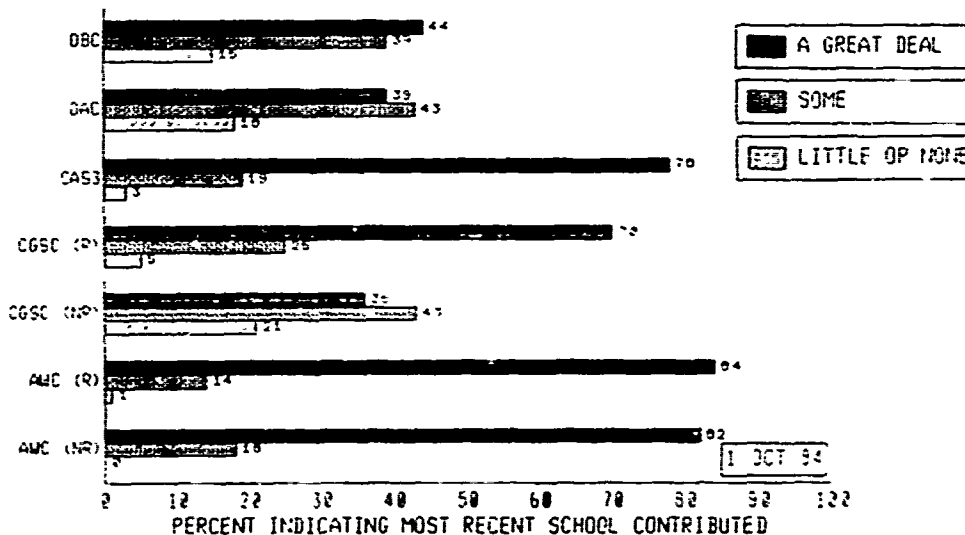
### SCHOOLS: FUTURE ASSIGNMENT UTILITY

(PERCENT AGREEING THAT MOST RECENT SCHOOL EXPERIENCE WAS AT  
LEAST SOMEWHAT HELPFUL IN PREPARATION FOR FUTURE ASSIGNMENTS)



### SCHOOL CONTRIBUTION TO DEVELOPMENT

(EXTENT MOST RECENT SCHOOL CONTRIBUTED TO PROFESSIONAL DEVELOPMENT)



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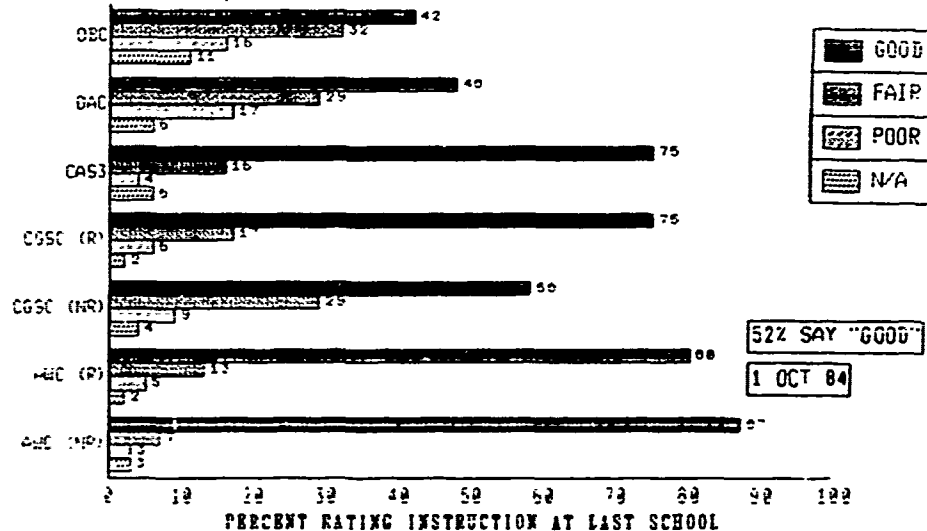


PDOS

## OBC/OAC LAG... ESPECIALLY IN TACTICS

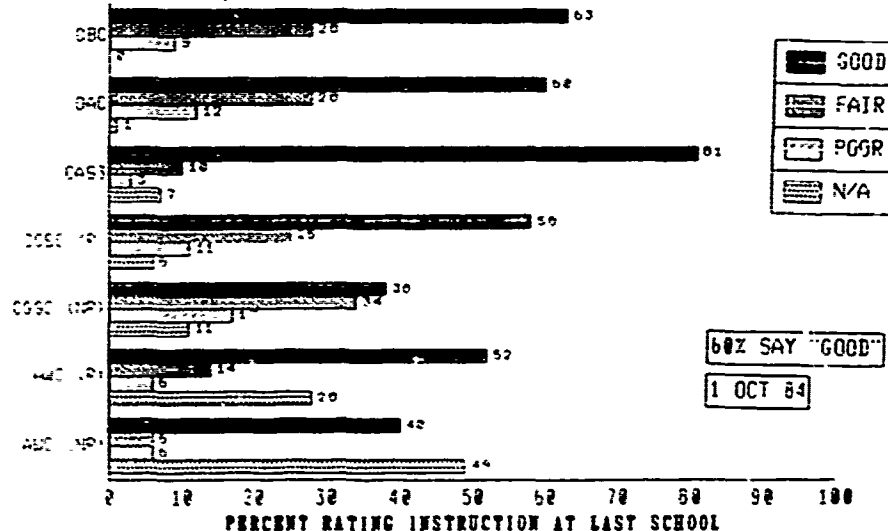
### QUALITY OF TACTICAL INSTRUCTION

(WHAT WAS THE OVERALL QUALITY OF TACTICAL INSTRUCTION IN LAST SCHOOL ATTENDED?)



### QUALITY OF TECHNICAL INSTRUCTION

(WHAT WAS THE OVERALL QUALITY OF TECHNICAL INSTRUCTION IN LAST SCHOOL ATTENDED?)



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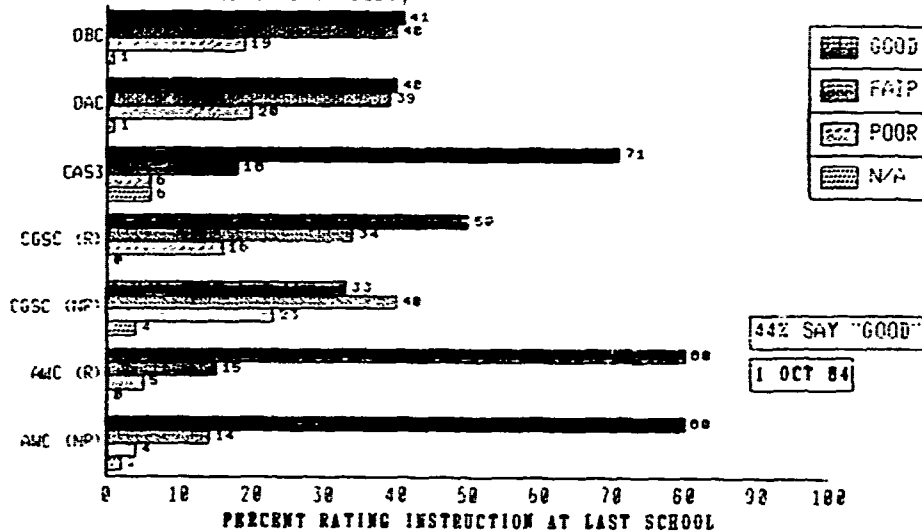


PDOS

## OBC/OAC LAGS... ESPECIALLY IN LEADERSHIP

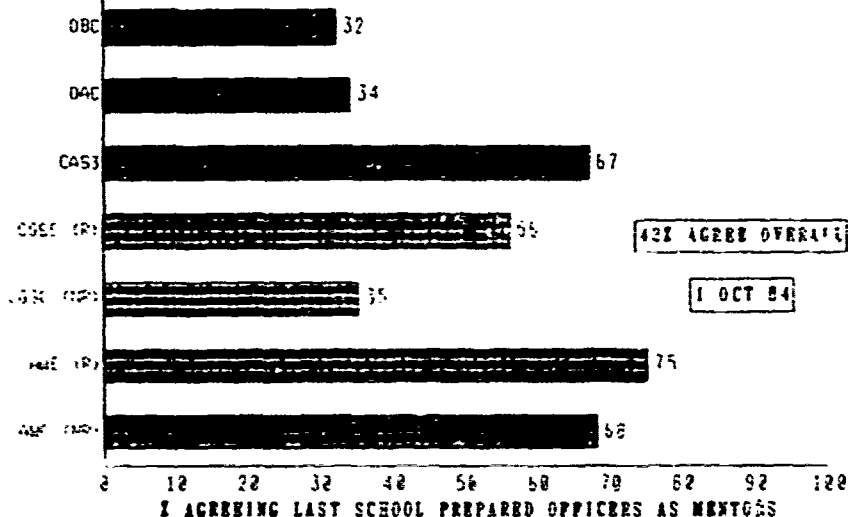
### QUALITY OF LEADERSHIP INSTRUCTION

(WHAT WAS THE OVERALL QUALITY OF LEADERSHIP/HUMAN RESOURCE INSTRUCTION  
IN LAST SCHOOL ATTENDED?)



### SCHOOL PREP FOR MENTORING

(PERCENT AGREEING THAT MOST PRECENT SCHOOL EFFECTIVELY PREPARED  
OFFICERS TO BECOME MENTORS)



LEARNING IS A LIFESTYLE FOR LEADERS

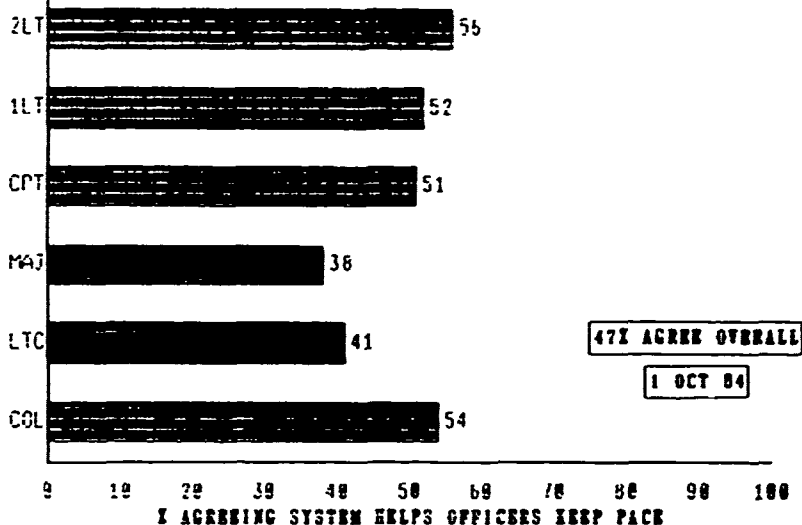


# PDOS

## KEEPING PACE WITH HI-TECH IS A CHALLENGE AND SELF-DEVELOPMENT IS IMPORTANT

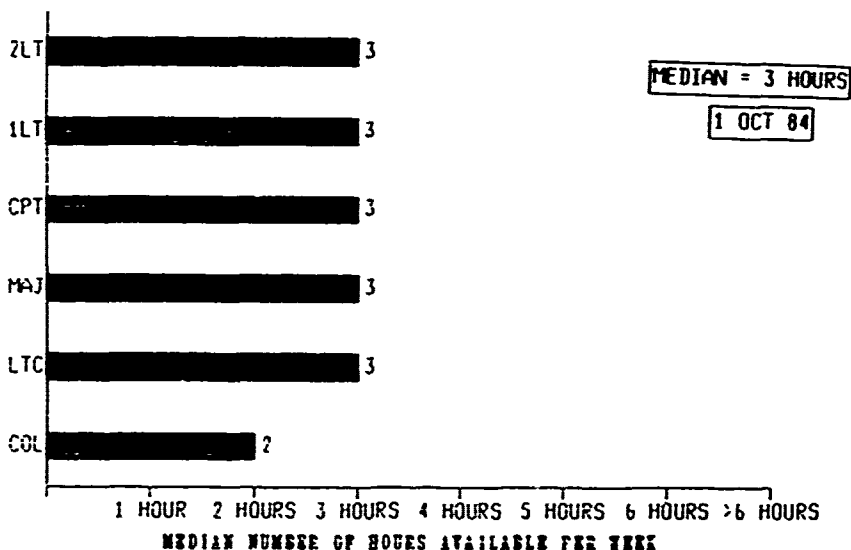
### KEEPING PACE WITH HIGH TECH

(% WHO AGREE THE ED/TNC SYSTEMS PREPARE OFFICERS TO KEEP PACE  
WITH THE FIELDING OF HIGH TECHNOLOGY SYSTEMS)



### TIME AVAILABLE FOR SELF DEVELOPMENT

(HOURS PER WEEK YOU COULD DEVOTE TO CORRESPONDENCE TYPE COURSE)



## LEARNING IS A LIFESTYLE FOR LEADERS

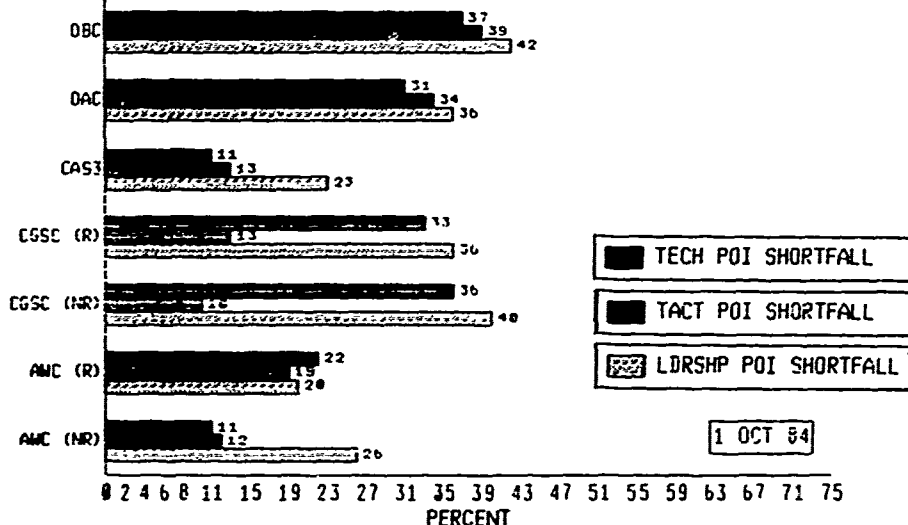


PDOS

## SCHOOLS LAG... (CONT'D)

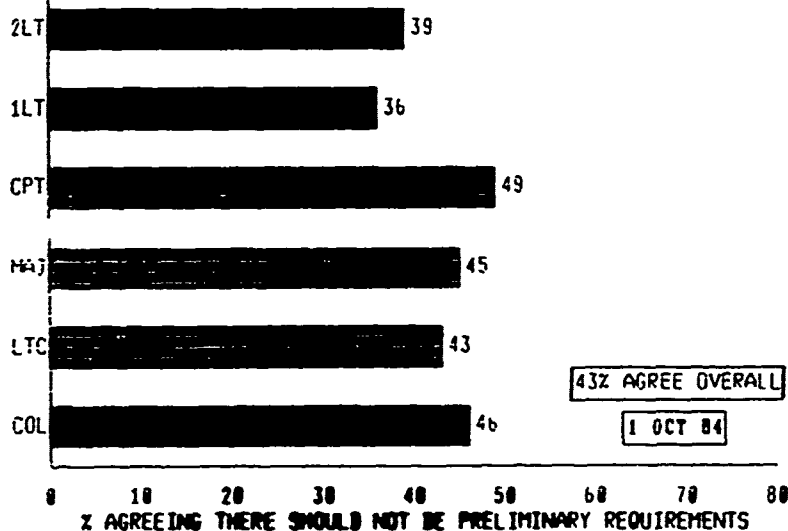
### CONTENT SHORTFALLS IN SCHOOLS

(OFFICERS RESPONDING THERE WERE INSUFFICIENT AMOUNTS OF INSTRUCTION IN TECHNICAL, TACTICAL, OR LEADERSHIP SUBJECTS IN SCHOOLS)



### PRELIMINARY REQUIREMENTS FOR SCHOOLS?

(% AGREEING ARMY SCHOOLS SHOULD NOT REQUIRE STUDENTS TO COMPLETE PRELIMINARY REQUIREMENTS PRIOR TO ATTENDANCE)



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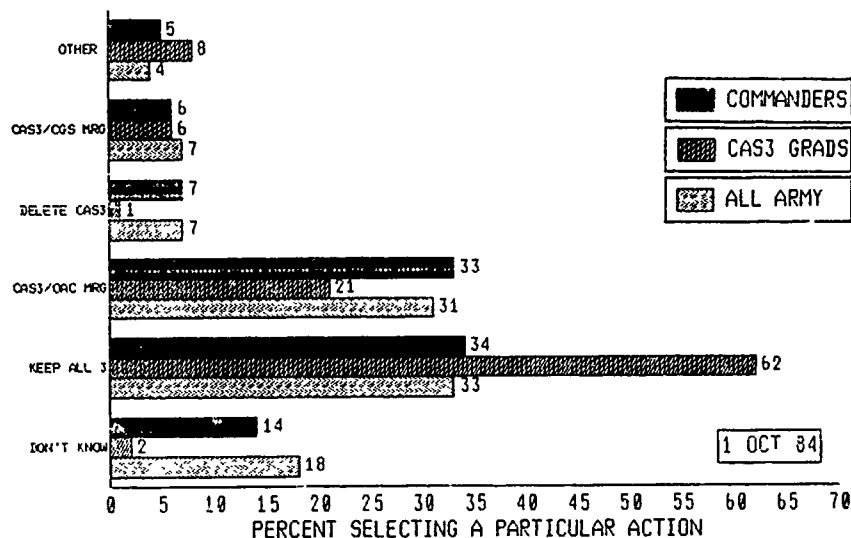


PDOS

## THE CAS3 DILEMMA

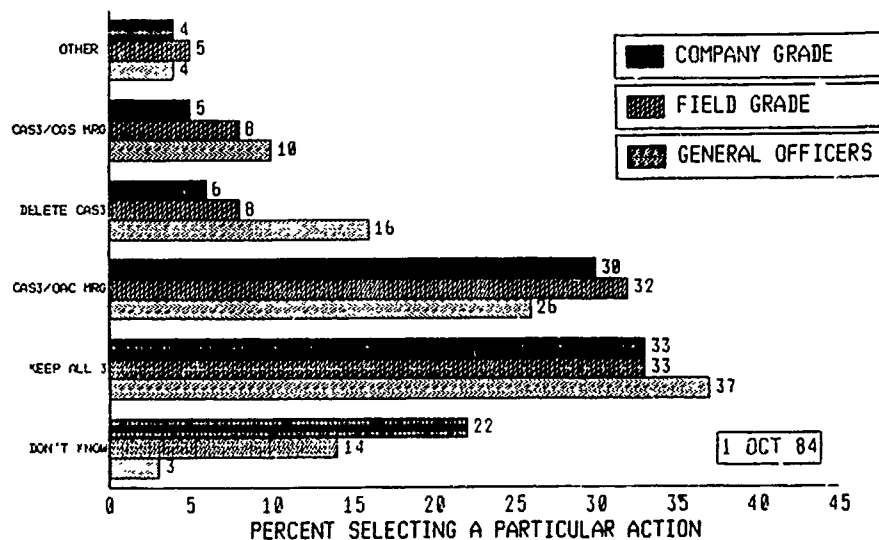
OAC vs CAS3 vs CGSC

(WHAT ACTIONS SHOULD BE TAKEN WITH REGARD TO OAC/CAS3/CGSC?)



OAC vs CAS3 vs CGSC

(WHAT ACTIONS SHOULD BE TAKEN WITH REGARD TO OAC/CAS3/CGSC?)



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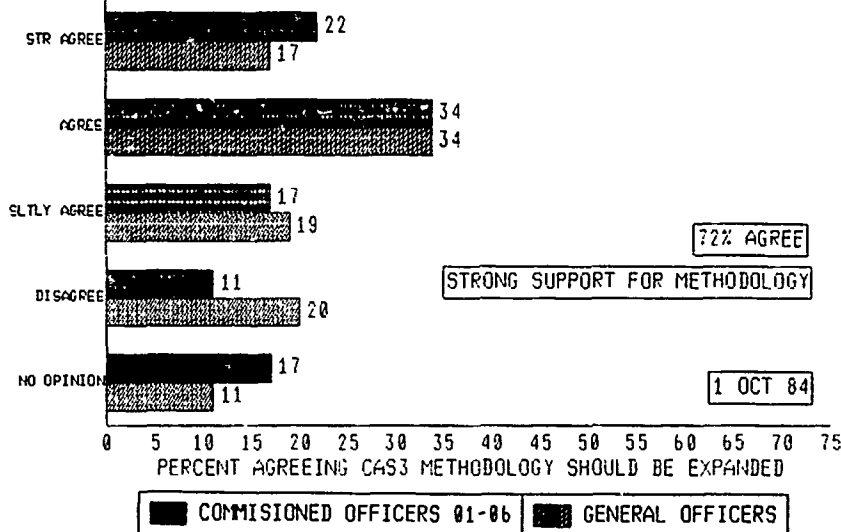


PDOS

## THE CAS3 DILEMMA

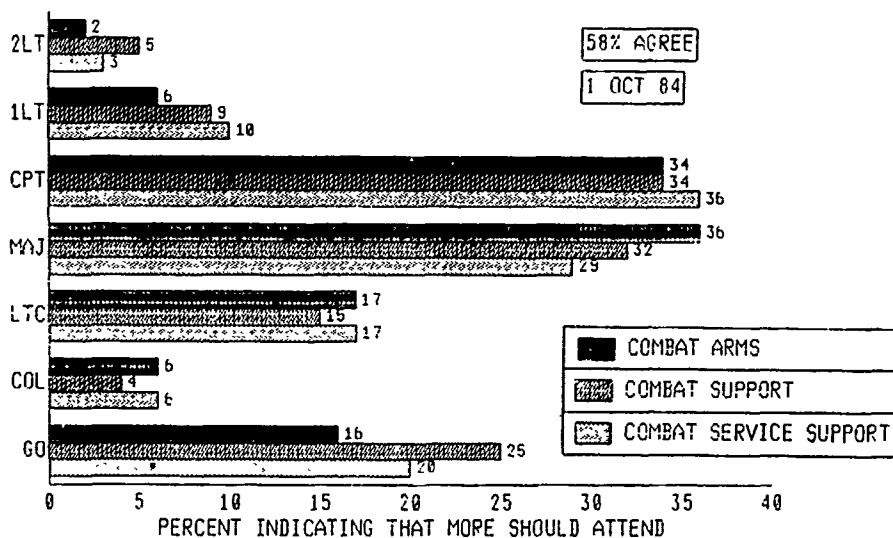
### CAS3 METHODOLOGY IS POPULAR

(% WHO AGREE THAT THE METHOD OF TEACHING SMALL GROUPS OF STUDENTS WITH A "MENTORING" FACULTY SHOULD BE EXPANDED)



### SHOULD MORE ATTEND CGSC?

(OFFICERS RESPONDING THE NUMBER ATTENDING CGSC SHOULD INCREASE)



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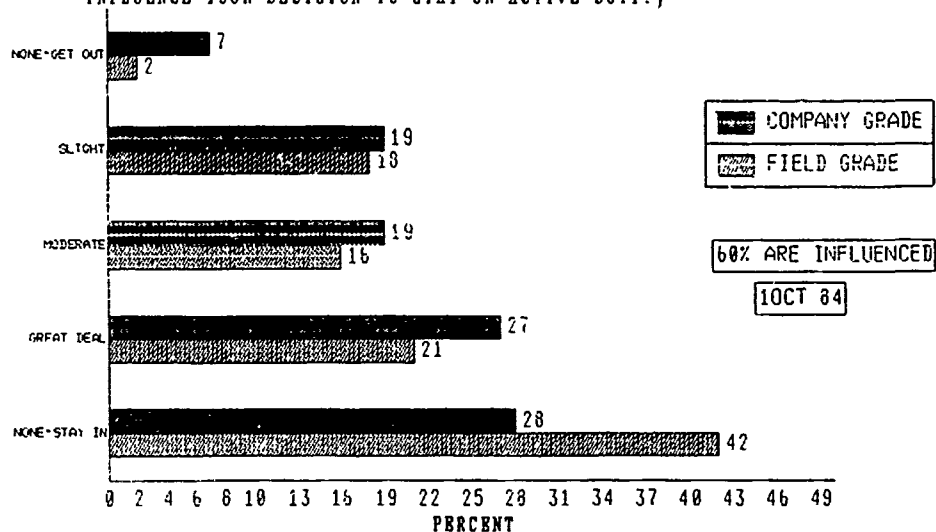


PDOS

## ADVANCED CIVIL SCHOOLING MEETS ARMY NEEDS

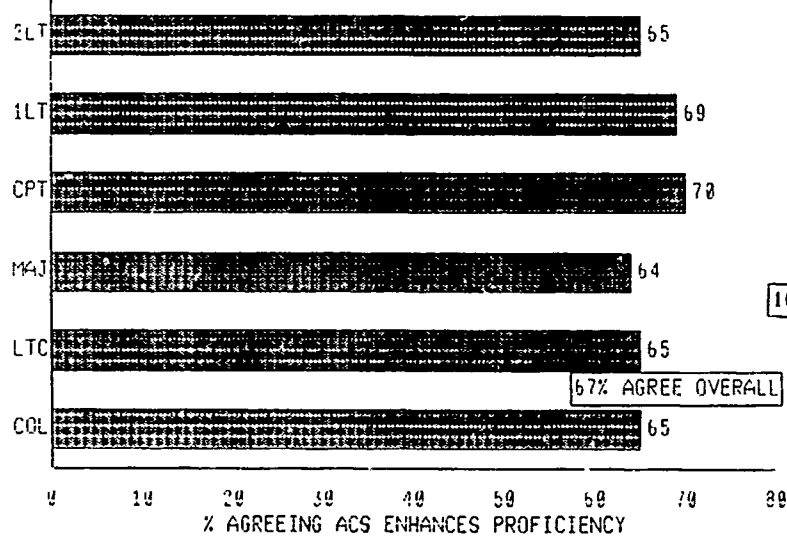
### ADVANCED DEGREE PROGRAM HELPS RETENTION

(TO WHAT EXTENT DOES THE OPPORTUNITY TO ACQUIRE AN ADVANCED DEGREE  
INFLUENCE YOUR DECISION TO STAY ON ACTIVE DUTY?)



### ADVANCED DEGREE: ENHANCES PROFICIENCY

(% AGREEING ACS NEEDED TO BE PROFICIENT IN AT LEAST ONE OF THEIR  
SPECIALITY AREAS)



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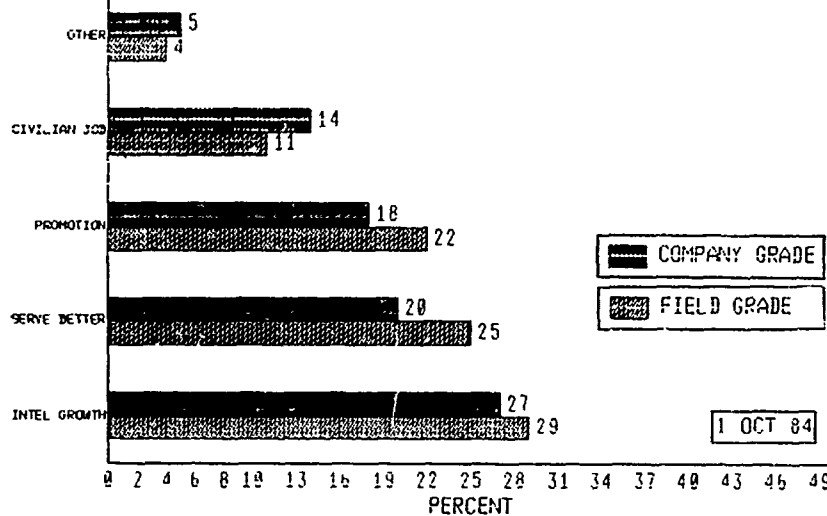


PDOS

## ADVANCED CIVIL SCHOOLING MEETS ARMY NEEDS

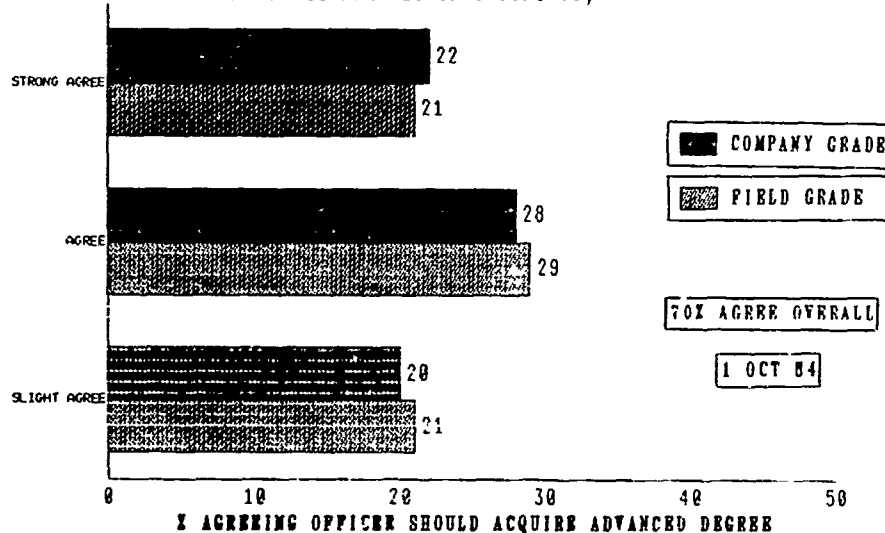
### WHY OFFICERS GET DEGREES

(WHAT IS THE PRIMARY MOTIVATION TO OBTAIN ADVANCED DEGREES?)



### ADVANCED DEGREE: GET IT ON YOUR OWN?

(PERCENT AGREEING THAT AN OFFICER SHOULD ACQUIRE AN ADVANCED DEGREE EVEN IF THE ARMY DOESN'T FUND IT)



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PDOS

## VOIDS IN THE SYSTEM

### VOIDS IN THE OPDS SYSTEM

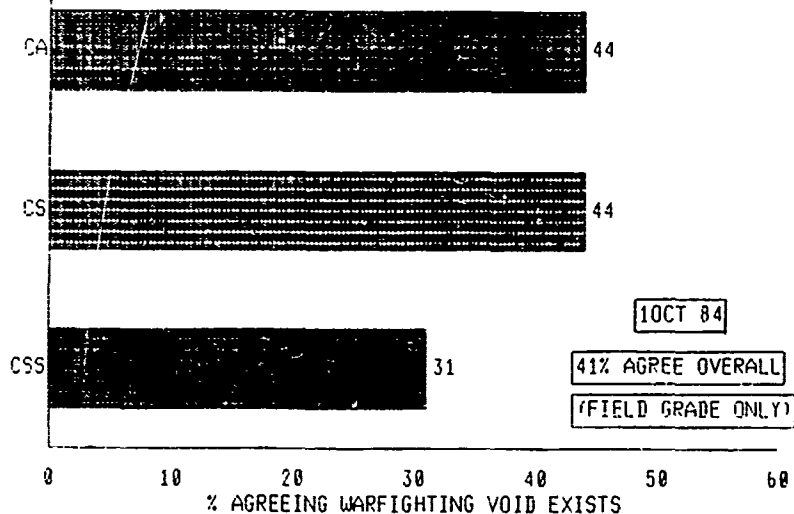
(MOST FREQUENTLY CITED FROM CONTENT ANALYSIS OF GO SURVEY)

- (1) WAR FIGHTING SKILLS(81)
- (2) TECHNICAL SKILLS (INCLUDES HI-TECH) (49)
- (3) THERE'S TOO MUCH SCHOOLING ALREADY (44))
- (4) THERE ARE NO VOIDS (43)
- (5) STANDARDS ARE TOO LOW/INCONSISTENT (32)
- (6) PROFESSIONAL ETHICS/SOCIALIZATION (30)
- (7) FUNCTIONAL SHORT COURSES (28)

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### WARFIGHTING VOID AFTER CGSC?

(% FIELD GRADE OFFICERS AGREEING THERE IS CURRENTLY A NEED FOR ADDITIONAL ED/TNG IN WARFIGHTING/OPERATIONAL PLANNING AFTER CGSC)



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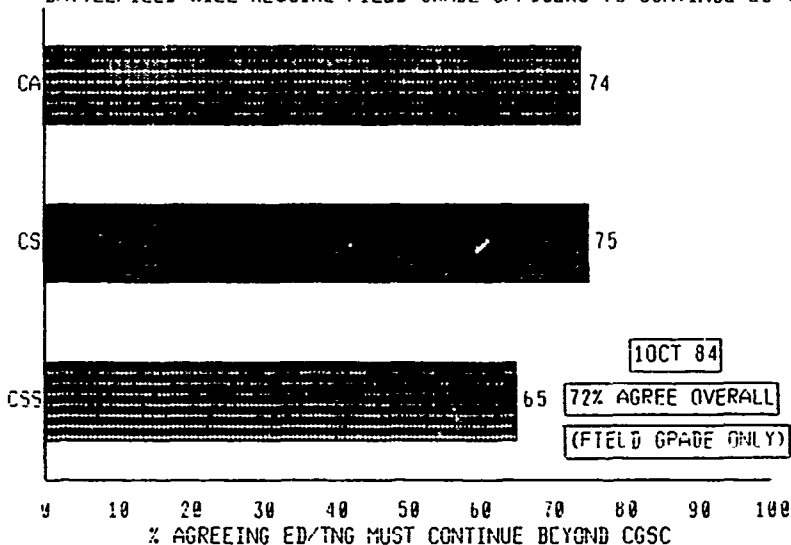


PDOS

## VOIDS IN THE SYSTEM

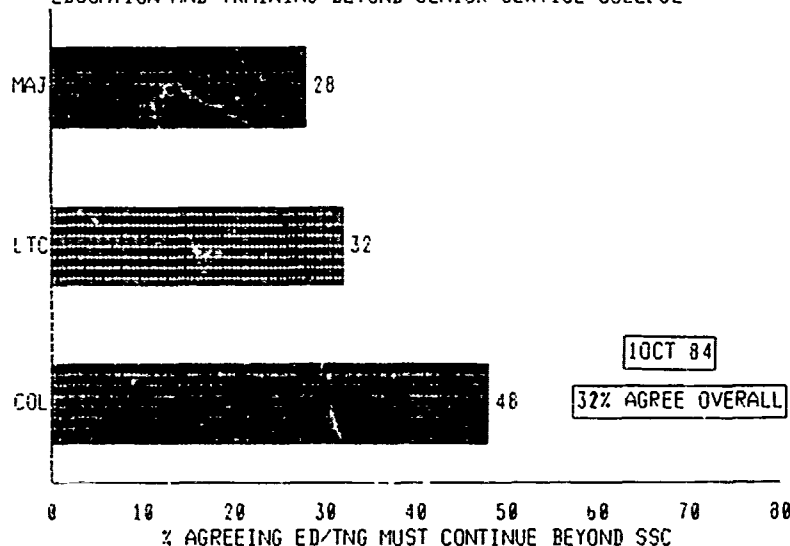
### CONTINUE ED/TNG AFTER CGSC?

(% FIELD GRADE OFFICERS AGREEING THAT THE DEMANDS OF THE FUTURE BATTLEFIELD WILL REQUIRE FIELD GRADE OFFICERS TO CONTINUE ED/TNG)



### CONTINUE ED/TNG AFTER SSC?

(% FIELD GRADE OFFICERS AGREEING THAT THERE IS A NEED FOR ADDITIONAL EDUCATION AND TRAINING BEYOND SENIOR SERVICE COLLEGE)



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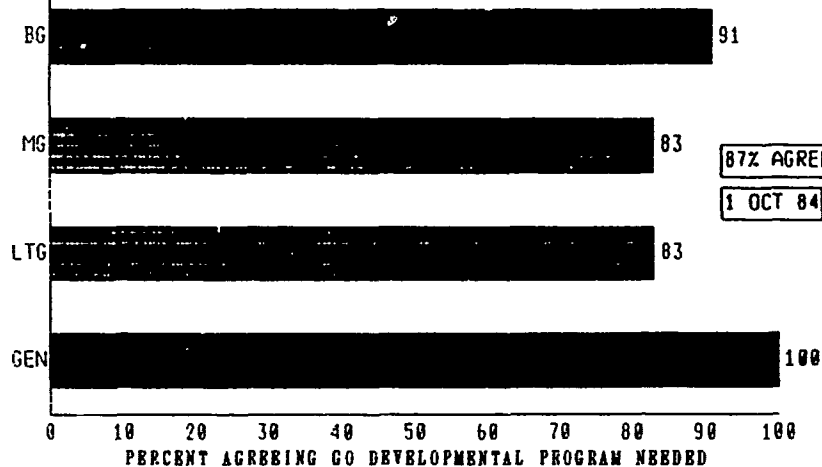


PDOS

## GO DEVELOPMENT PROGRAM DESIRED...

### GO DEVELOPMENT PROGRAM NEEDED

(% WHO AGREE THAT THERE SHOULD BE SPECIFIC DEVELOPMENTAL  
OPPORTUNITIES AT THE GENERAL OFFICER LEVEL)



### GO DEVELOPMENT NEEDS

(MOST FREQUENTLY CITED IN CONTENT ANALYSIS OF GO SURVEY)

- (1) PERIODIC UPDATES IN DOC/TECH/TACTICS (86)
- (2) CAFETERIA STYLE SHORTCOURSES (69)
- (3) BRANCH SCHOOL SHORT COURSES (57)
- (4) RESOURCE MANAGEMENT (41)
- (5) SELF STUDY/SELECTED READINGS (40)
- (6) NOTHING FURTHER NEEDED (36)
- (7) HOW THE ARMY WORKS (30)
- (8) COURSES WITH INDUSTRY (27)

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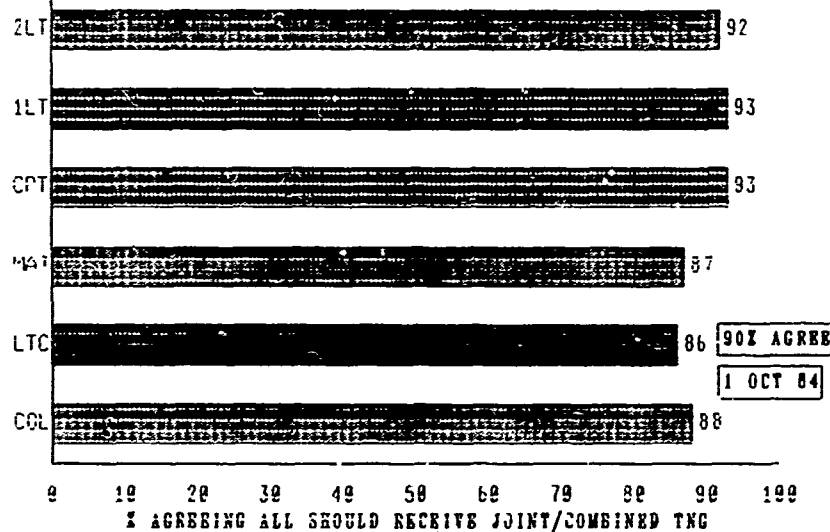


PDOS

## JOINT/COMBINED TRAINING

### JOINT COMBINED TNG FOR ALL

(% WHO AGREE ALL OFFICERS SHOULD RECEIVE TRAINING IN JOINT/COMBINED OPERATIONS)



...and a "joint/combined operations" mindset is important

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PDOS

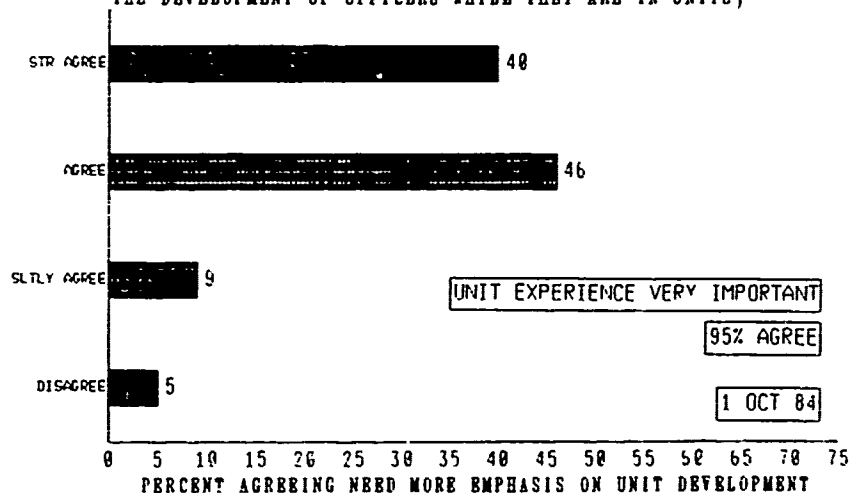
## UNIT EXPERIENCE MAY BE THE KEY TO DEVELOPMENT

### PROFESSIONAL DEVELOPMENT OF OFFICERS STUDY



#### NEED MORE DEVELOPMENT IN UNITS

(% GENERAL OFFICERS WHO AGREE MORE EMPHASIS SHOULD BE PLACED ON  
THE DEVELOPMENT OF OFFICERS WHILE THEY ARE IN UNITS)



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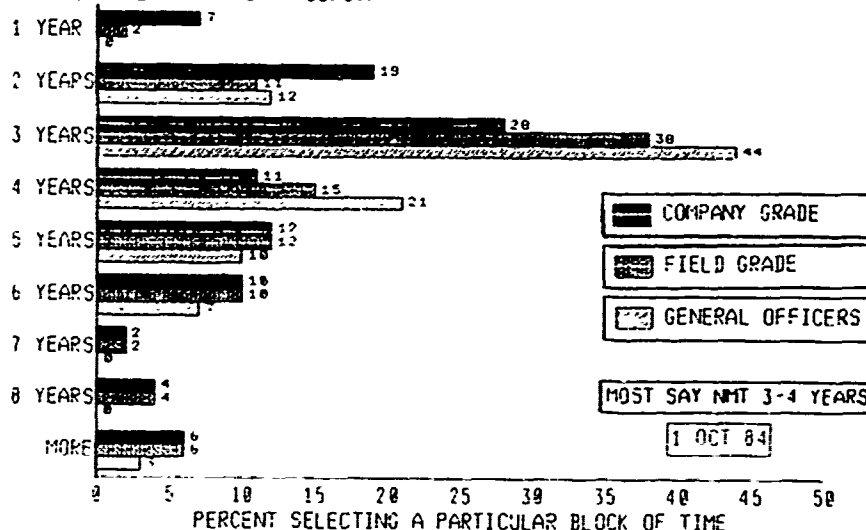


# PDOS

## UNIT EXPERIENCE MAY BE THE KEY TO DEVELOPMENT

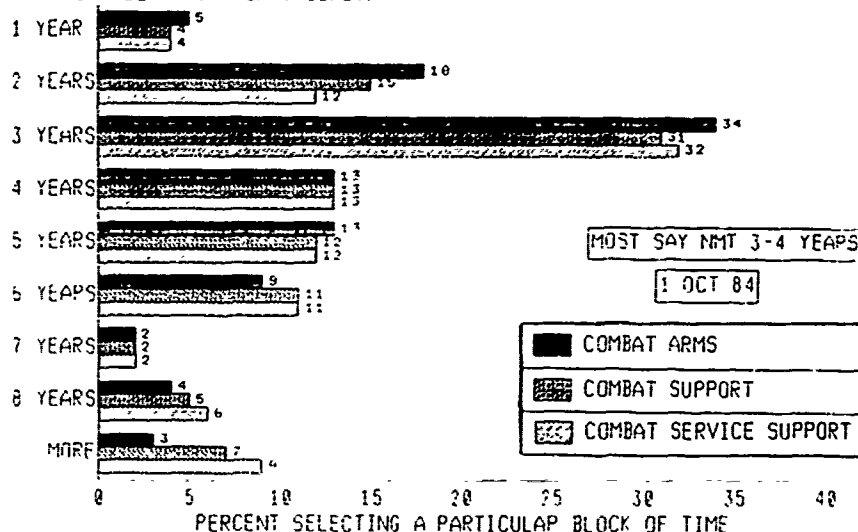
### TIME AWAY FROM TROOPS

(WHAT IS THE MAXIMUM SINGLE BLOCK OF TIME AN OFFICER IN YOUR BRANCH CAN BE AWAY FROM TROOPS?)



### TIME AWAY FROM TROOPS

(WHAT IS THE MAXIMUM SINGLE BLOCK OF TIME AN OFFICER IN YOUR BRANCH CAN BE AWAY FROM TROOPS?)



## LEARNING IS A LIFESTYLE FOR LEADERS

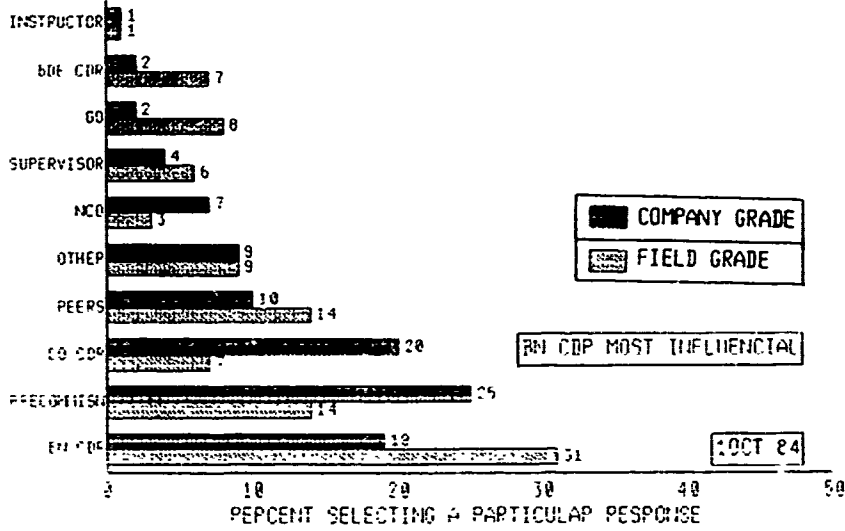


# PDOS

## UNIT EXPERIENCE IS IMPORTANT

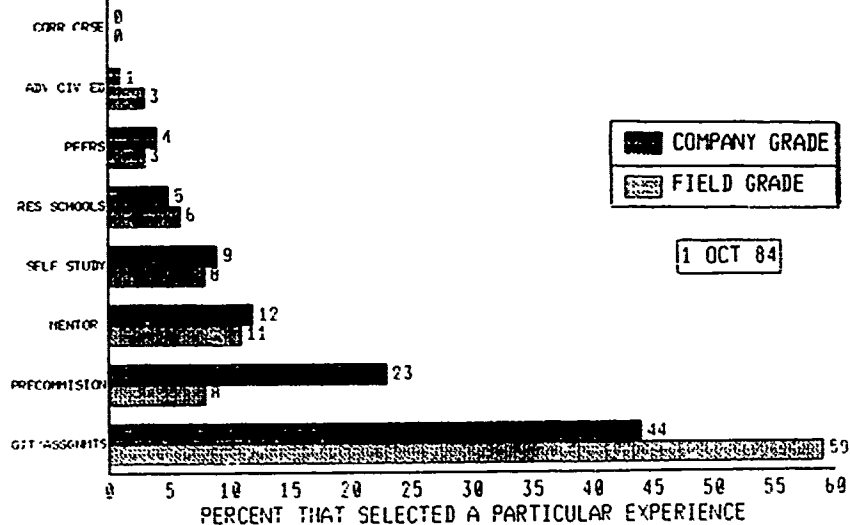
### WHO SHAPES VALUES MOST?

(WHO IN THE MILITARY PLAYED THE BIGGEST ROLE IN SHAPING YOUR OWN PROFESSIONAL MILITARY VALUE SYSTEM TO DATE?)



### GREATEST DEVELOPMENTAL EXPERIENCE

(EXPERIENCES THAT MADE THE GREATEST CONTRIBUTION TO YOUR PROFESSIONAL DEVELOPMENT AS AN OFFICER)



## LEARNING IS A LIFESTYLE FOR LEADERS

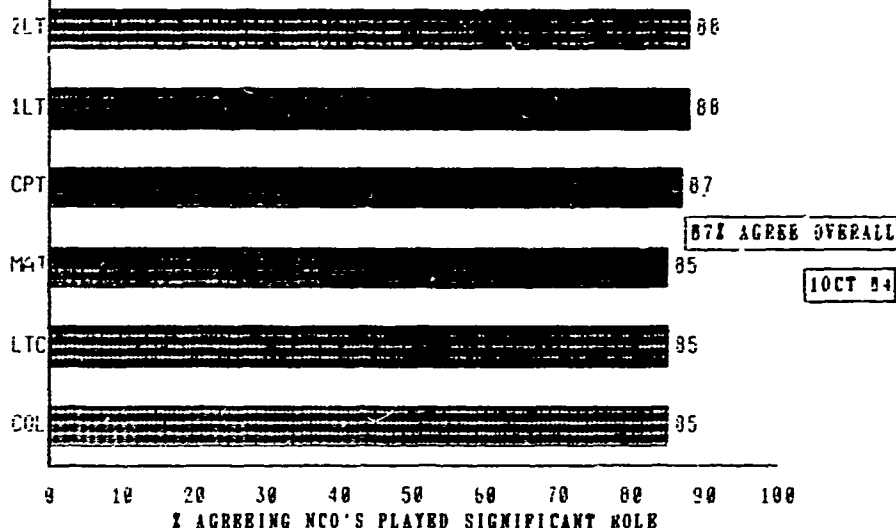


# PDOS

## UNIT EXPERIENCE IS IMPORTANT

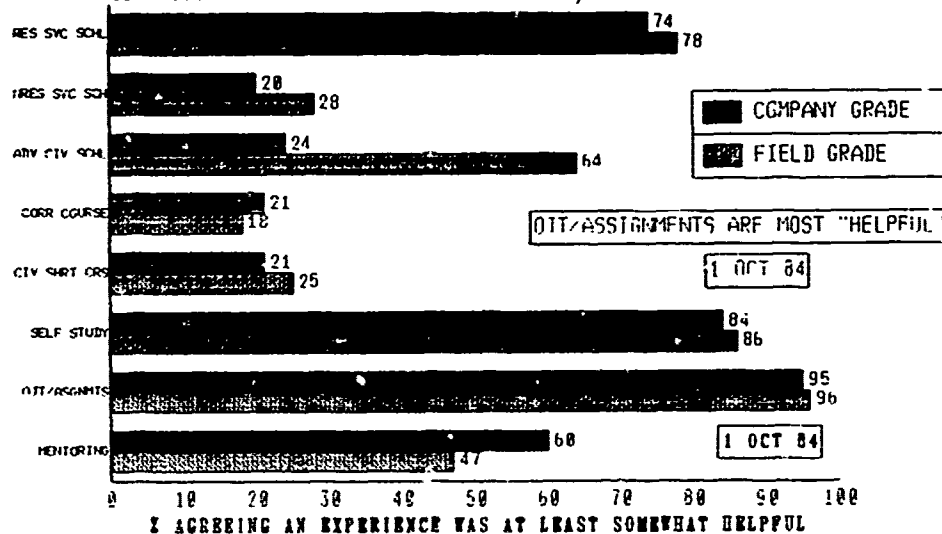
### NCO ROLE IN OFFICER DEVELOPMENT

(% WHO AGREE THAT NCO'S PLAYED A SIGNIFICANT ROLE IN THEIR DEVELOPMENT AS AN OFFICER)



### UTILITY OF LEARNING EXPERIENCE

(% OFFICERS AGREEING THAT A PARTICULAR LEARNING EXPERIENCE HELPED IN THE PREPARATION FOR CURRENT ASSIGNMENT)



## LEARNING IS A LIFESTYLE FOR LEADERS

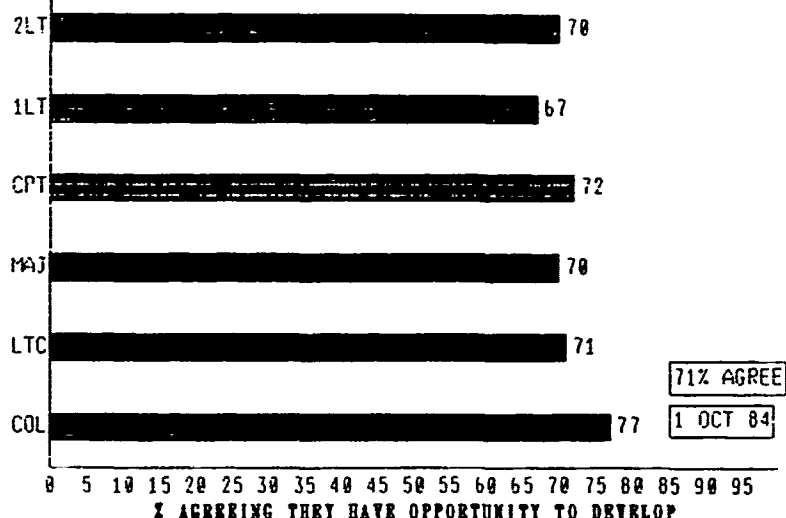


PDOS

## UNIT DEVELOPMENT PROGRAMS NEEDS WORK

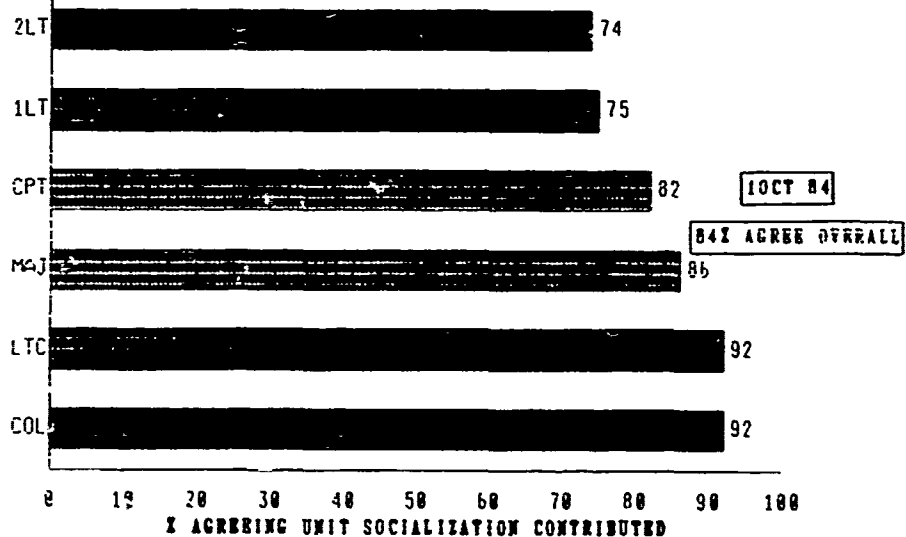
### OPPORTUNITY TO DEVELOP

(% AGREEING THAT THEY HAVE OPPORTUNITY TO FURTHER THEIR DEVELOPMENT IN THEIR CURRENT ASSIGNMENT)



### SOCIALIZATION IN UNITS

(% WHO AGREE THAT SOCIALIZATION IN UNITS HAS MADE A CONTRIBUTION TO THEIR PROFESSIONAL DEVELOPMENT)



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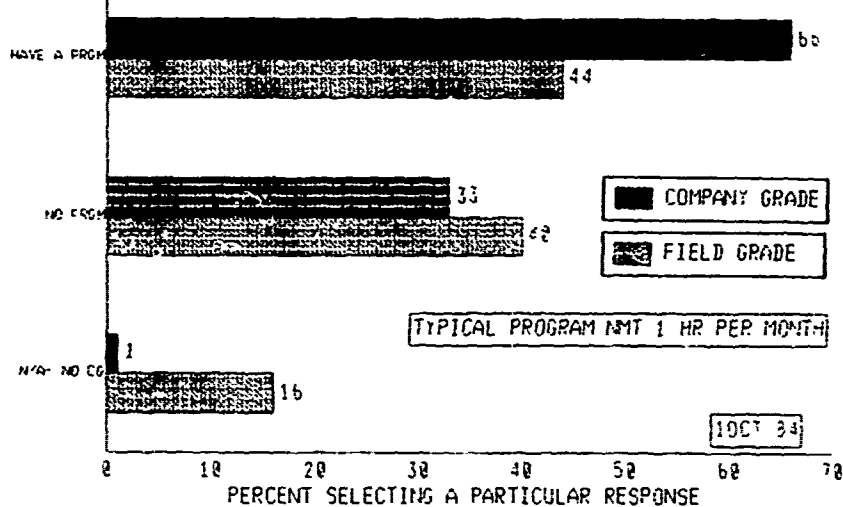


PDOS

## UNIT DEVELOPMENT PROGRAMS NEEDS WORK

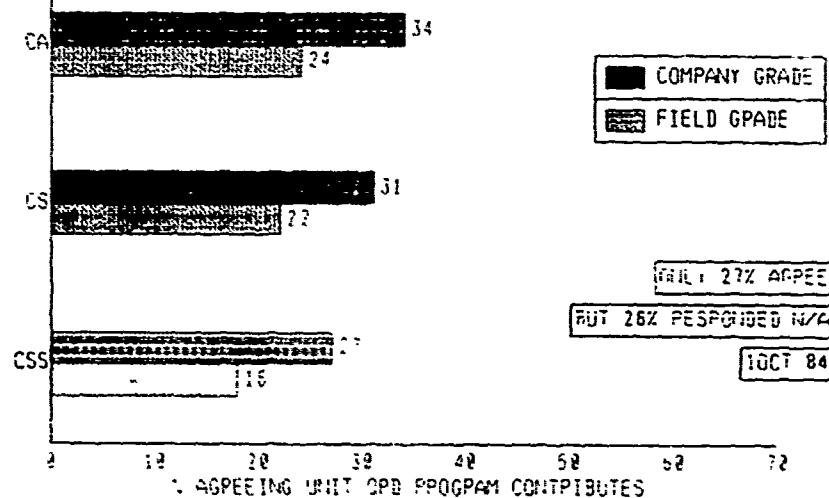
### DO UNITS HAVE OPD PROGRAMS?

(% WHO RESPONDED TO A QUESTION AS TO HOW MANY HOURS PER MONTH THEIR UNIT DEVOTED TO OPD FOR COMPANY GRADE OFFICERS)



### ARE UNIT PROGRAMS EFFECTIVE?

(% WHO AGREE THE FORMAL OPD PROGRAM IN THEIR UNIT/ORGANIZATION CONTRIBUTES SIGNIFICANTLY TO PROFESSIONAL DEVELOPMENT)



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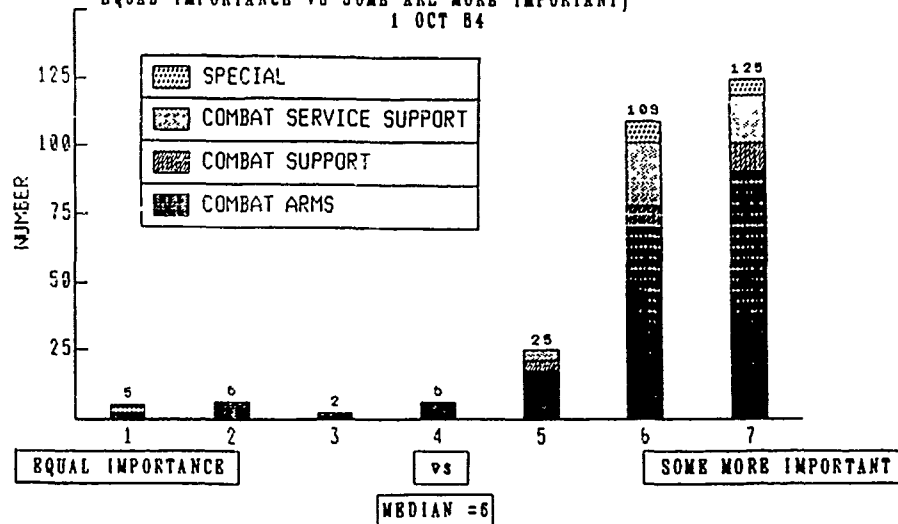
PDOS

## ASSIGNMENTS

### EQUALITY OF ASSIGNMENTS

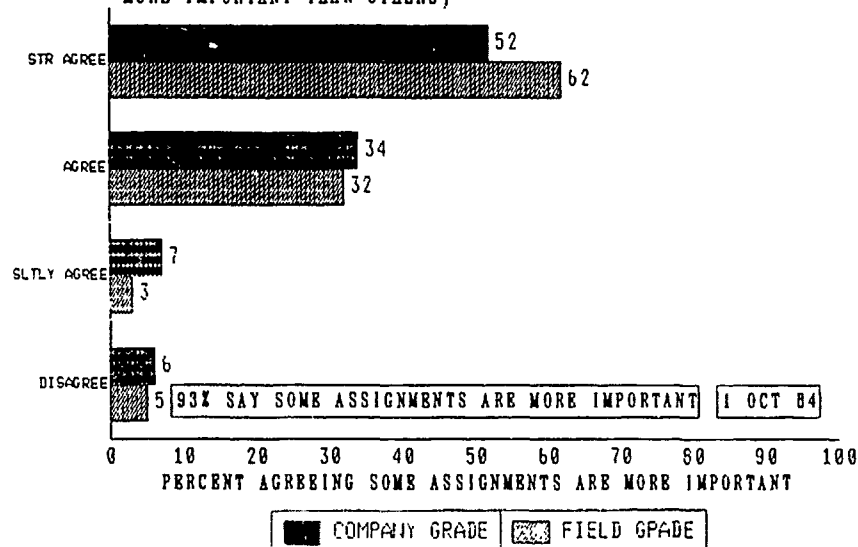
(WHAT GENERAL OFFICERS SAY ABOUT WHETHER ALL ASSIGNMENTS ARE OF EQUAL IMPORTANCE VS SOME ARE MORE IMPORTANT)

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### SOME ASSIGNMENTS ARE MORE IMPORTANT

(% WHO AGREE THAT SOME DUTY ASSIGNMENTS AT THEIR GRADE ARE MORE IMPORTANT THAN OTHERS)



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PDOS

## ASSIGNMENTS AND PREPARATION FOR THEM

### CAREER TRANSITION POINTS

(MOST FREQUENTLY CITED IN CONTENT ANALYSIS OF GO SURVEY)

- (1) BATTALION COMMAND (122)
- (2) TRANSITION TO GENERAL OFFICER (99)
- (3) HIGH LEVEL STAFF (98)
- (4) 06/07 COMMAND (85)
- (5) COMPANY COMMAND (81)
- (6) COMPANY GRADE TO FIELD GRADE (34)
- (7) SCHOOLING ADEQUATE AT TRANSITION POINTS (109)
- (8) NEEDED SCHOOLING AT TRANSITION POINTS (60)

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### BEST ASSIGNMENT PREPARATION

(MOST IMPORTANT LEARNING EXPERIENCES FOR EACH TYPE ASSIGNMENT  
AS CITED BY GENERAL OFFICERS)

ASSIGNMENT	MOST IMPORTANT EXPERIENCES		
	(1)	(2)	(3)
COMMAND	OJT	MENTOR	RES SVCE SCHOOL
TOE UNIT	OJT	RES SVCE SCHOOL	MENTOR
HI STAFF	RES SVCE SCHOOL	CIV GRAD SCHOOL	MENTOR
JT STAFF	RES SVCE SCHOOL	OJT	SELF STUDY
HI TECH	CIV GRAD SCHOOL	CIV SHORT COURSE	SELF STUDY
SPEC IMTL	OJT	RES SVCE SCHOOL	SELF STUDY
SVCE SCHL	OJT	RES SVCE SCHOOL	SELF STUDY

1 OCT 84

GO SURVEY

LEARNING IS A LIFESTYLE FOR LEADERS



PDOS

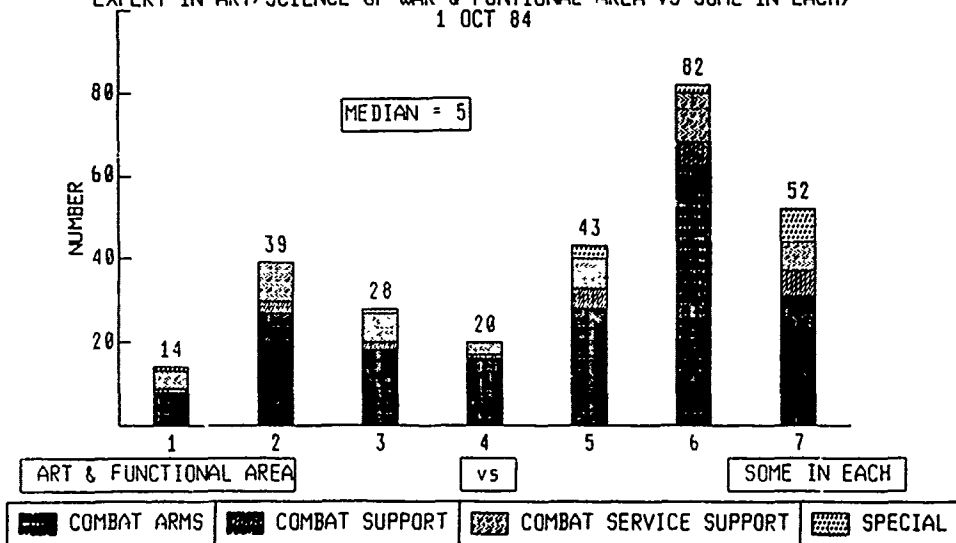
## SYSTEMIC PRIORITIES ARE IDENTIFIED

### PROFESSIONAL DEVELOPMENT OF OFFICERS STUDY



#### DEPTH VS BREADTH IN DEVELOPMENT

(WHAT GENERAL OFFICERS SAY ABOUT WHETHER ALL OFFICERS SHOULD BE BOTH  
EXPERT IN ART/SCIENCE OF WAR & FUNCTIONAL AREA VS SOME IN EACH)  
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## LEARNING IS A LIFESTYLE FOR LEADERS



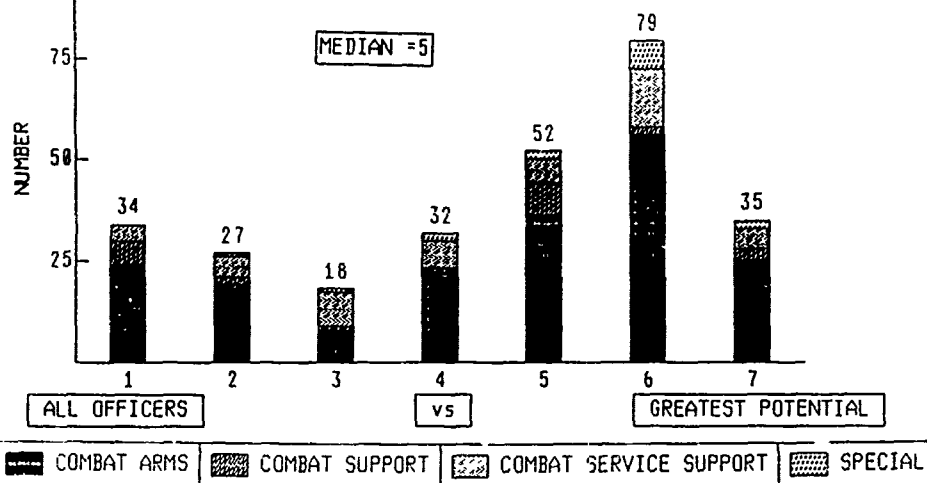


PDOS

## SYSTEMIC PRIORITIES (CONT'D)

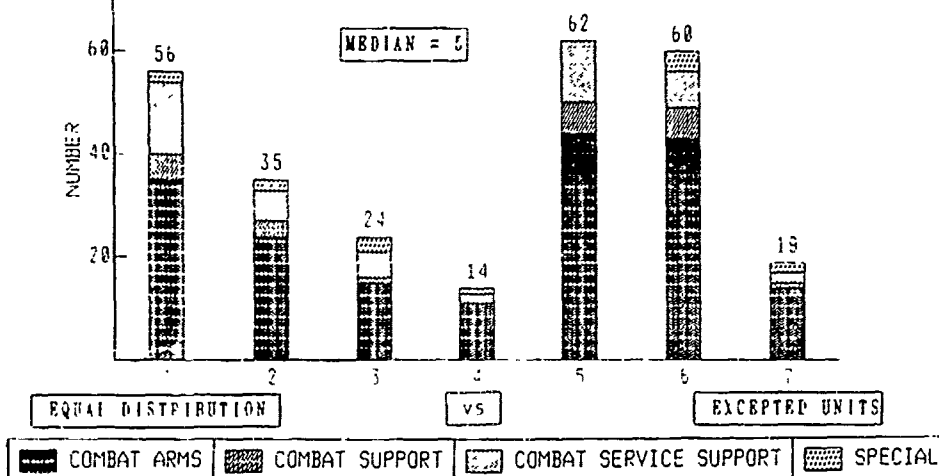
### OPPORTUNITY FOR DEVELOPMENT

(WHAT GENERAL OFFICERS SAY ABOUT WHETHER THE OPPORTUNITY FOR CONTINUED DEVELOPMENT SHOULD BE EQUALLY WEIGHTED FOR ALL VS SOME)  
1 OCT 84



### DISTRIBUTION OF OFFICERS

(WHAT GENERAL OFFICERS SAY ABOUT WHETHER "QUALITY" OFFICERS SHOULD BE DISTRIBUTED EQUALLY VS EXCEPTED UNIT POLICY)  
1 OCT 84



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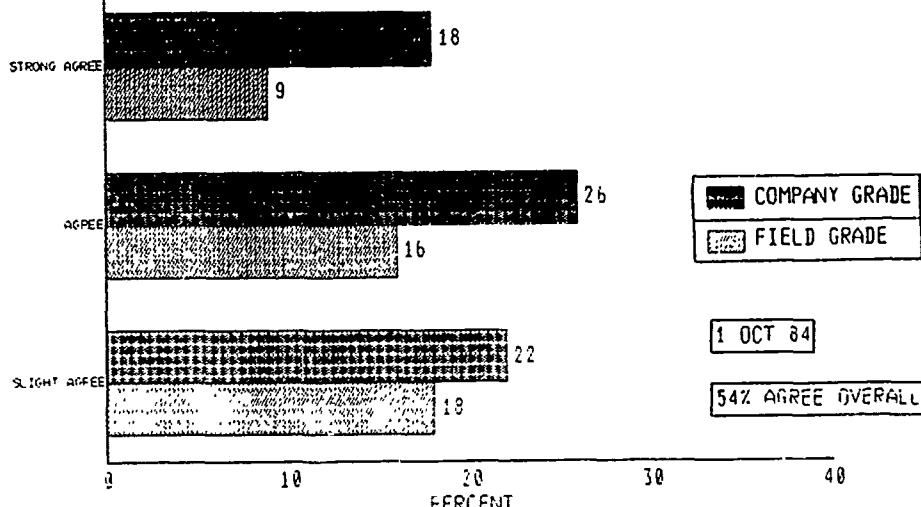


PDOS

## SYSTEMIC PRIORITIES (CONT'D)

### DEVELOPMENT FOR COMMAND

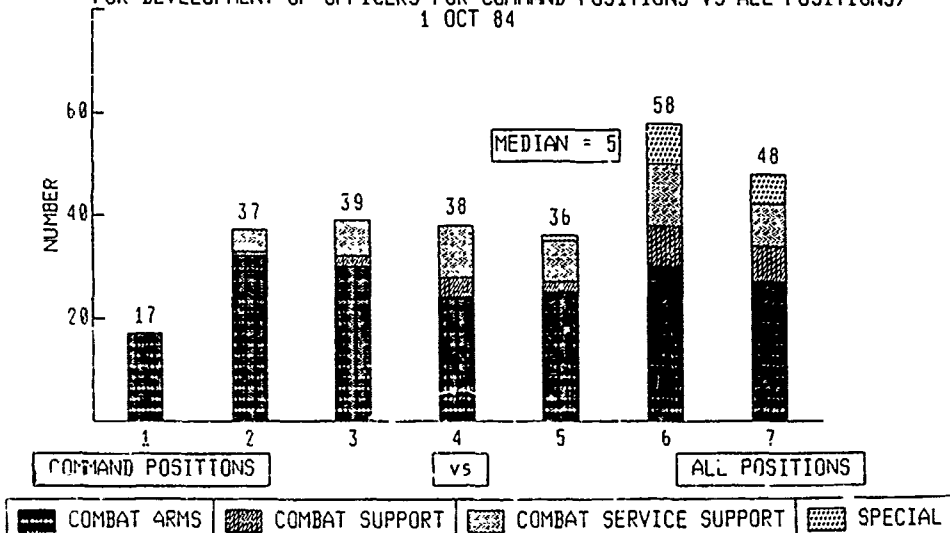
(THE HIGHEST PRIORITY OF PDOS SHOULD BE TO PREPARE OFFICERS TO ASSUME COMMAND POSITIONS)



### COMMAND PRIORITY

(WHAT GENERAL OFFICERS SAY ABOUT WHETHER PRIORITY SHOULD BE FOR DEVELOPMENT OF OFFICERS FOR COMMAND POSITIONS VS ALL POSITIONS)

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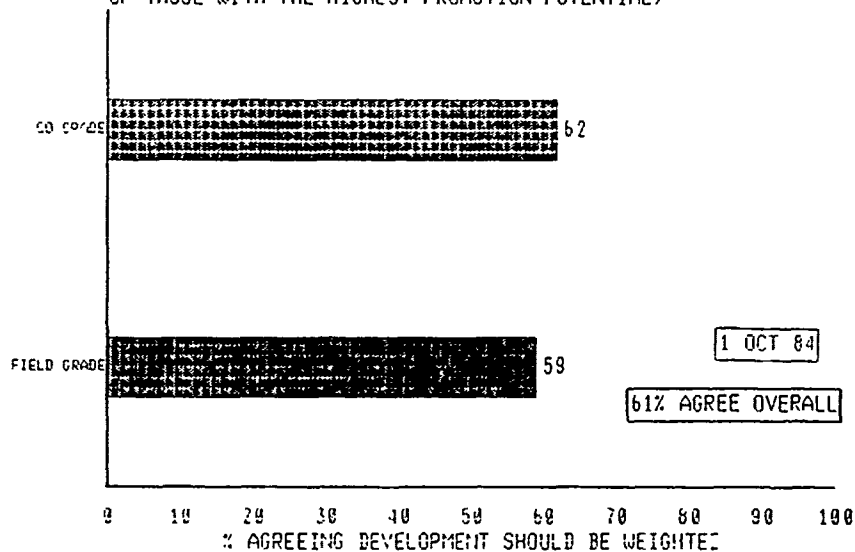


PDOS

## SYSTEMIC PRIORITIES (CONT'D)

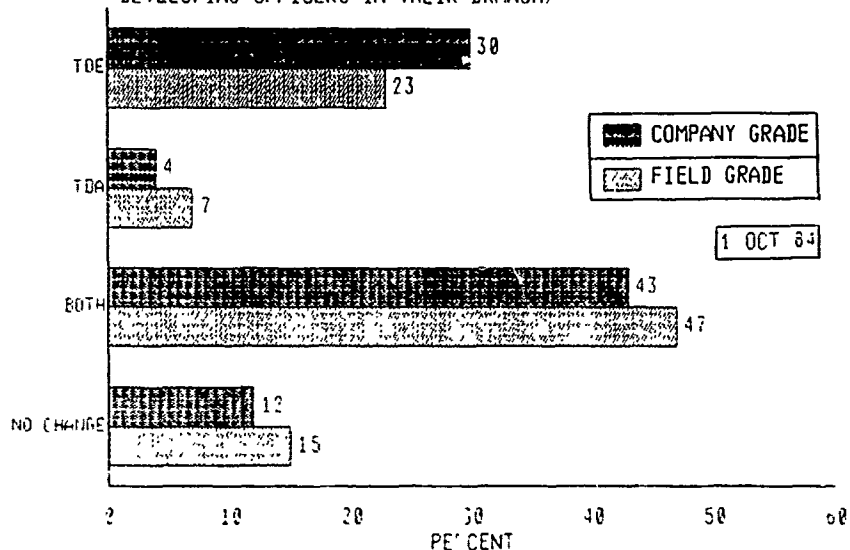
### SHOULD DEVELOPMENT BE WEIGHTED?

(% AGREEING PROFESSIONAL DEVELOPMENT SHOULD BE WEIGHTED IN FAVOR OF THOSE WITH THE HIGHEST PROMOTION POTENTIAL)



### DEVELOPMENT FOR TOE VS TL ?

(% INDICATING WHERE INCREASED RESOURCES SHOULD BE APPLIED TOWARD DEVELOPING OFFICERS IN THEIR BRANCH)



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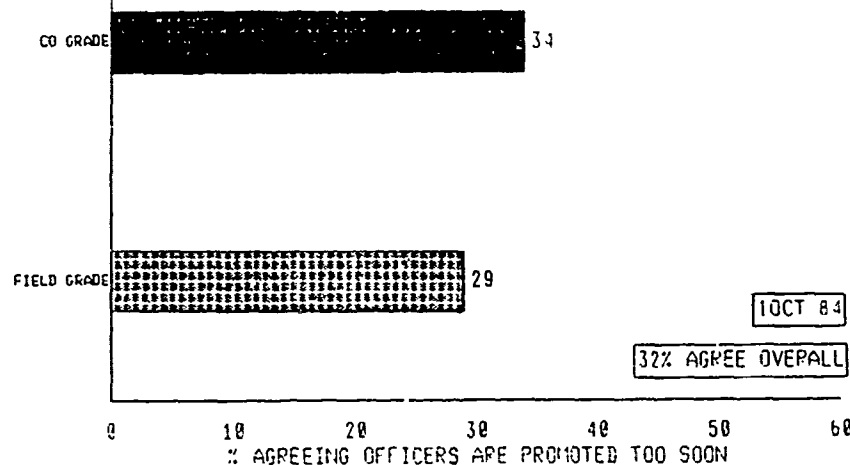


PDOS

## CURRENT PROMOTION POLICIES AND COMPETENCY TESTING

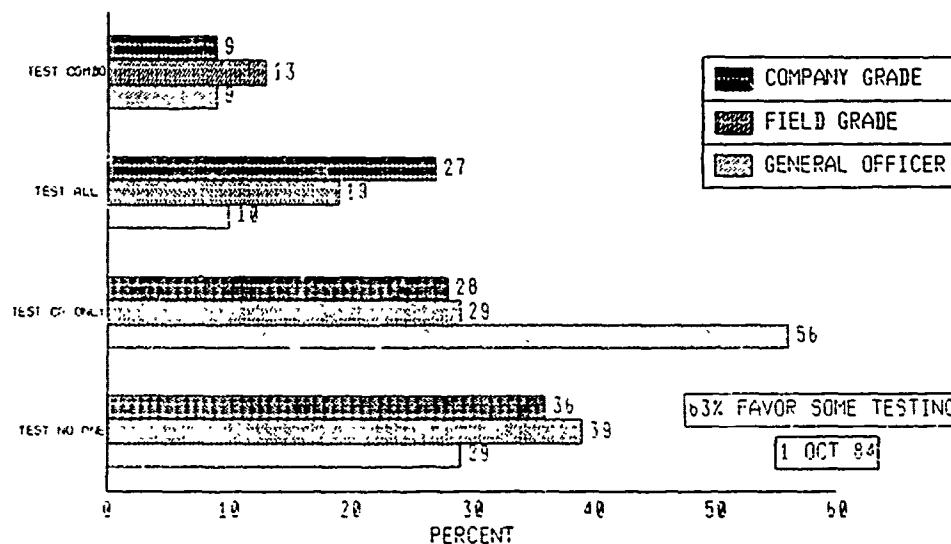
### PROMOTION TOO SOON?

(% AGREEING MOST OFFICERS ARE PROMOTED BEFORE BECOMING COMPETENT  
AT THEIR EXISTING GRADE LEVEL)



### SKILL COMPETENCY TESTING

(SHOULD OFFICERS PASS A COMPETENCY TEST PRIOR TO PROMOTION?)



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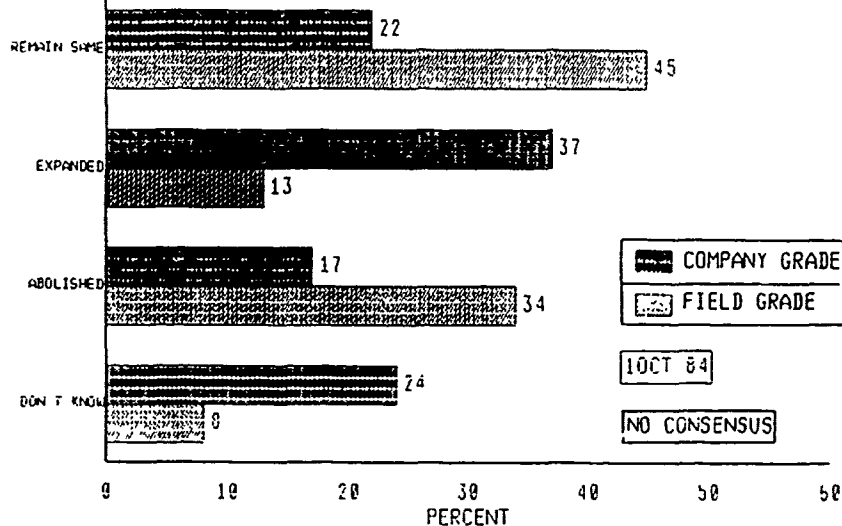


PDOS

## BZ PROMOTION POLICIES

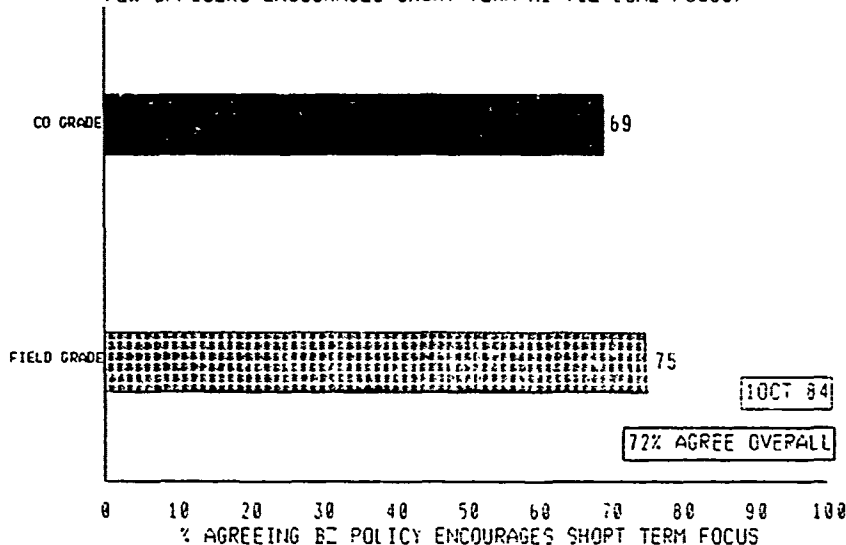
### BZ PROMOTION POLICY

(% INDICATING THE CURRENT BZ PROMOTION SHOULD, REMAIN THE SAME, BE EXPANDED, OR BZ SHOULD BE ABOLISHED)



### BZ POLICY ENCOURAGES SHORT TERM FOCUS

(% AGREEING POLICY OF EARLY SELECTION BELOW THE ZONE FOR A VERY FEW OFFICERS ENCOURAGES SHORT TERM/HI-VIZ GOAL FOCUS)



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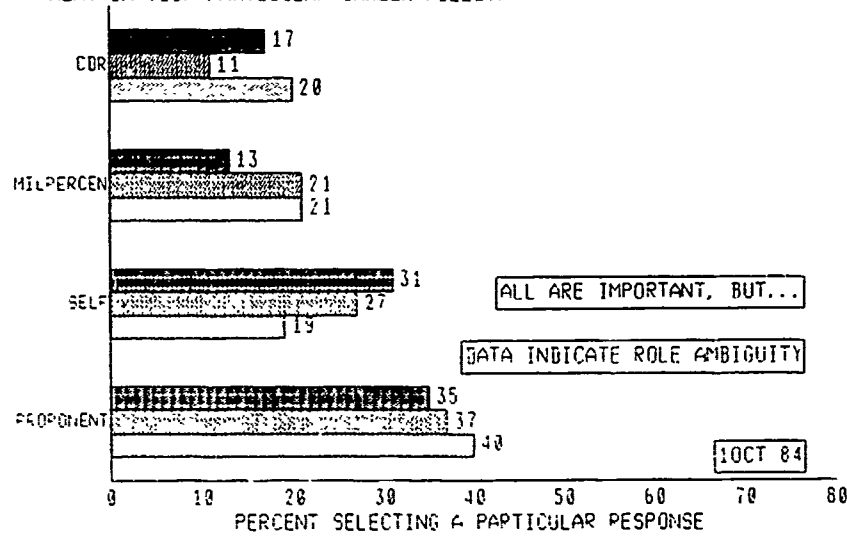


PDOS

## ROLE CLARIFICATION

### WHO IS RESPONSIBLE?

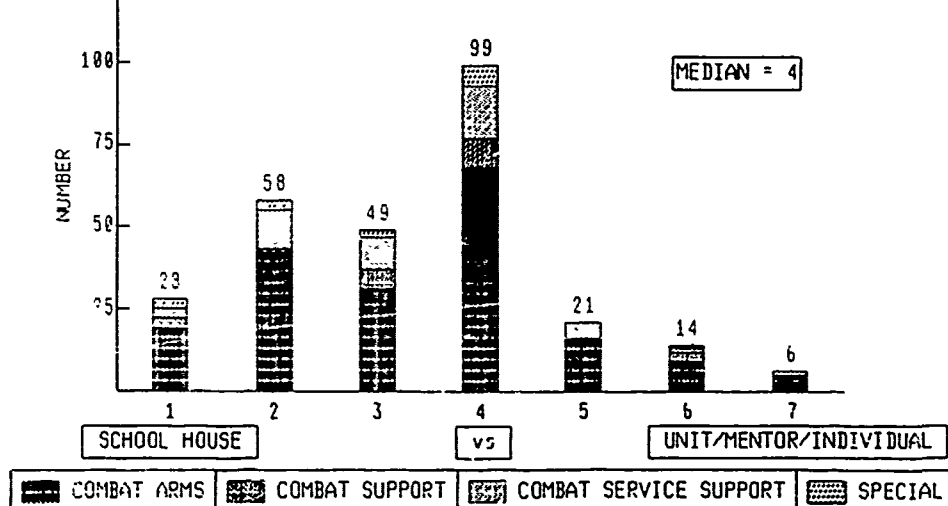
(WHICH OF THE FOLLOWING SHOULD HAVE PRIMARY RESPONSIBILITY FOR DEVELOPMENT IN YOUR PARTICULAR CAREER FIELD?)



### RESPONSIBILITY FOR EDUCATION

(WHAT GENERAL OFFICERS SAY ABOUT WHETHER THE RESPONSIBILITY FOR EDUCATION OF OFFICERS RESTS WITH SCHOOL HOUSE VS UNIT)

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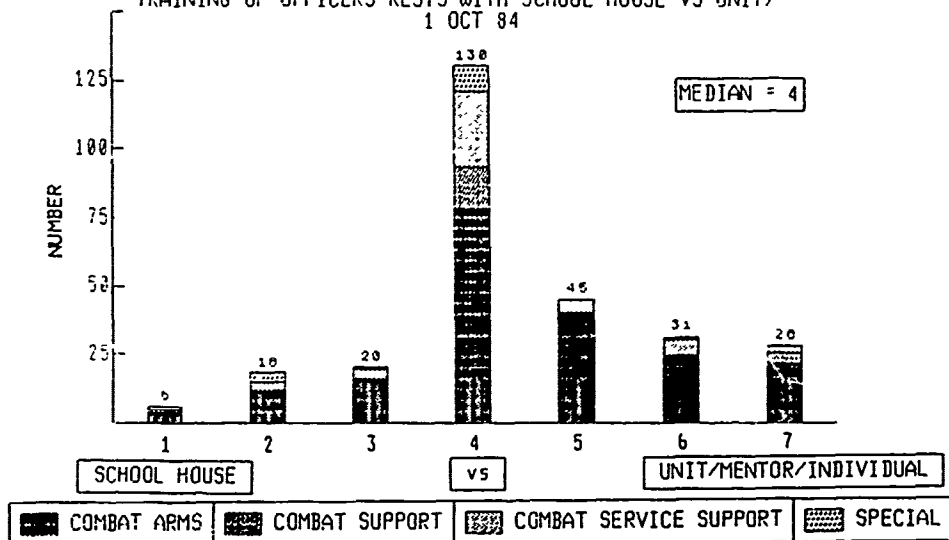
PDOS

## ROLE CLARIFICATION

### RESPONSIBILITY FOR TRAINING

(WHAT GENERAL OFFICERS SAY ABOUT WHETHER THE RESPONSIBILITY FOR TRAINING OF OFFICERS RESTS WITH SCHOOL HOUSE VS UNIT)

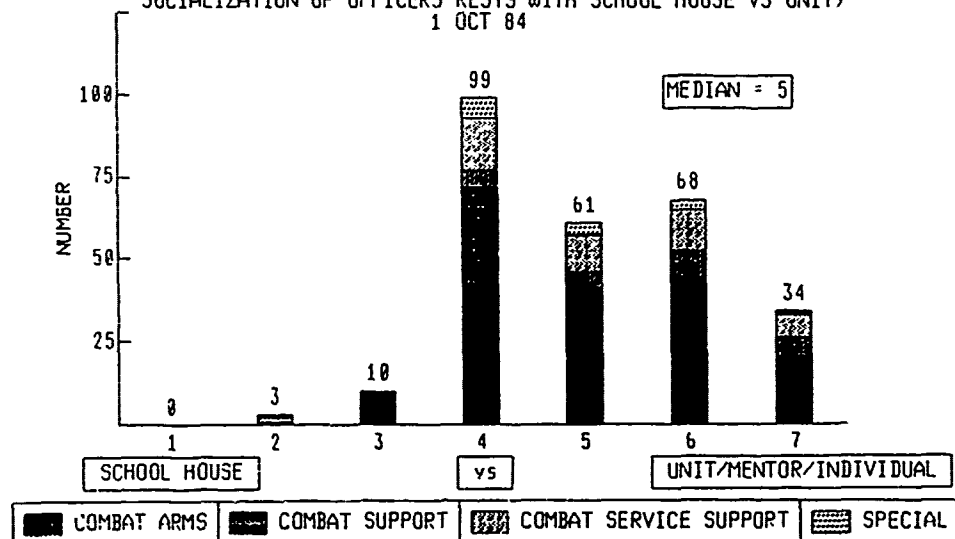
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### RESPONSIBILITY FOR SOCIALIZATION

(WHAT GENERAL OFFICERS SAY ABOUT WHETHER THE RESPONSIBILITY FOR SOCIALIZATION OF OFFICERS RESTS WITH SCHOOL HOUSE VS UNIT)

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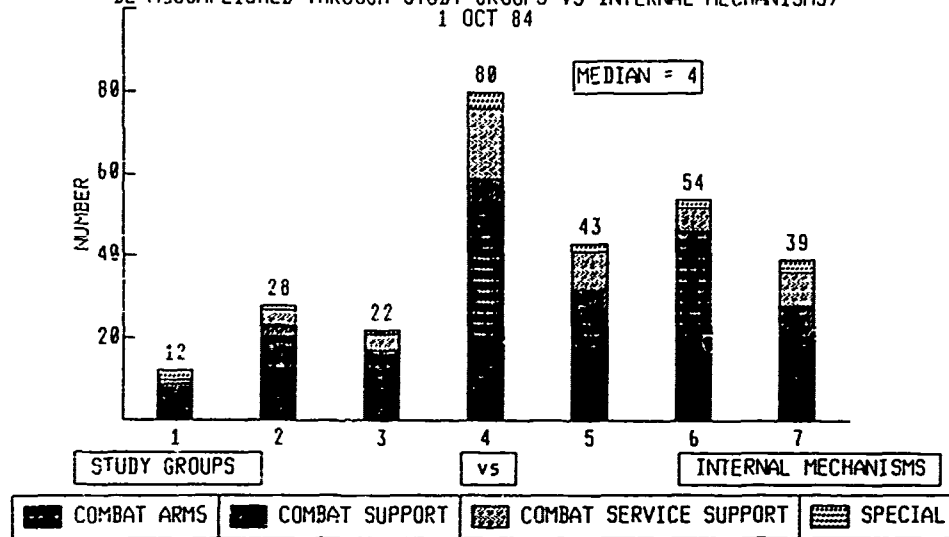


PDOS

## MANAGEMENT OF CHANGE

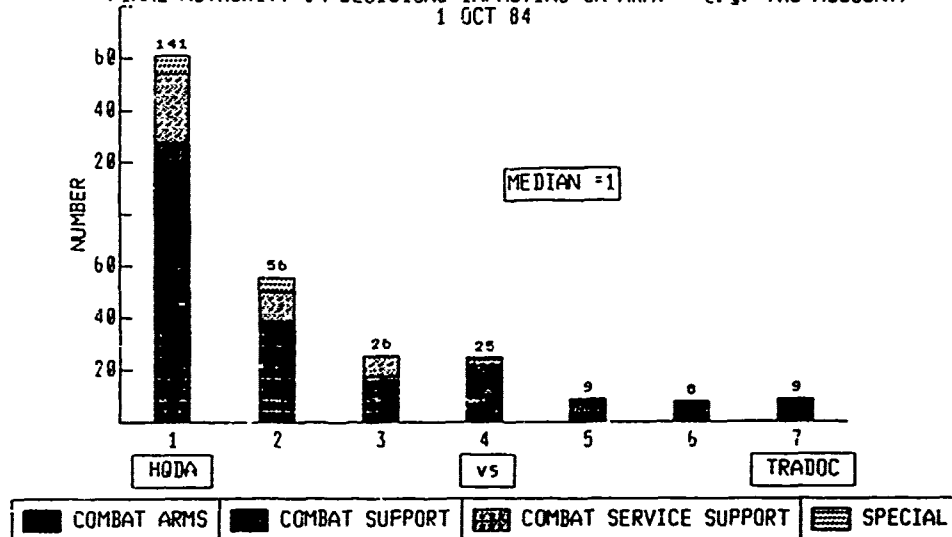
### MANAGEMENT OF CHANGE

(WHAT GENERAL OFFICERS SAY ABOUT WHETHER CHANGES TO OPDS SHOULD BE ACCOMPLISHED THROUGH STUDY GROUPS VS INTERNAL MECHANISMS)  
1 OCT 84



### AUTHORITY FOR MAJOR CHANGE

(WHAT GENERAL OFFICERS SAY ABOUT WHETHER HQDA OR TRADOC SHOULD HAVE FINAL AUTHORITY ON DECISIONS IMPACTING ON ARMY - e. g. THIS ACCOUNT)  
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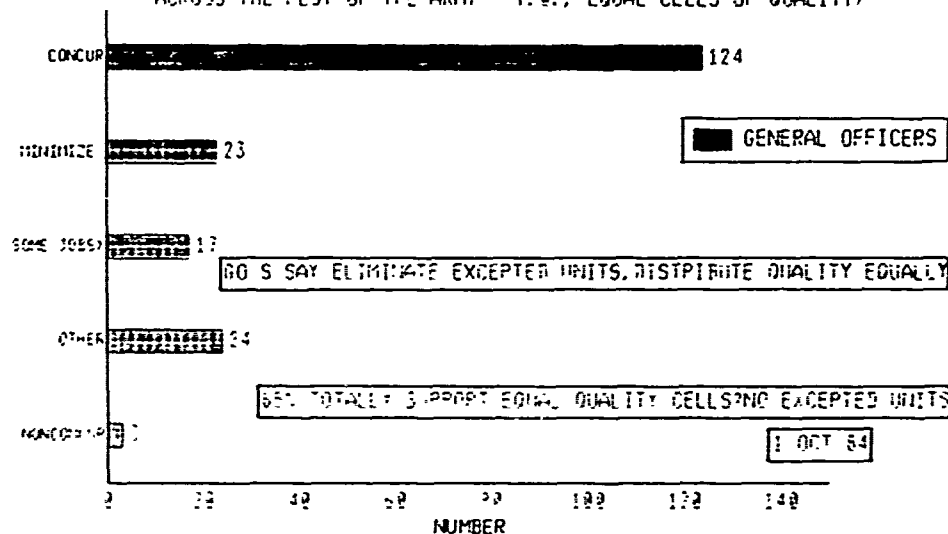


PDOS

## MANAGEMENT OF CHANGE

### ELIMINATE EXCEPTED UNITS

(ELIMINATE EXCEPTED UNITS FOR QUALITY AND DISTRIBUTE OFFICERS EQUALLY ACROSS THE REST OF THE ARMY - I.E., EQUAL CELLS OF QUALITY)



General Officers desire equal cells of quality and elimination of "excepted units ..."

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PDOS

## OPDS: GOOD NEWS

### OPDS GOOD NEWS

(MOST FREQUENTLY CITED IN CONTENT ANALYSIS OF GO SURVEY)

- (1) SELECTION SYSTEM WORKS (69)
- (2) OPDS SYSTEM IS HEALTHY (61)
- (3) OBC/OAC GETTING BETTER (40)
- (4) CAS3 (38)
- (5) SSC GETTING BETTER (34)
- (6) FLEXIBLE SYSTEM (32)

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Also ...

- . Officer Corps Strongest ever (GO)
- . Duty satisfaction is high
- . Officer considers self professional
- . Mentoring style desired
- . Schoolhouse not seen as "broken"
- . ACS is helpful
- . Unit and individual are critical to process
- . Systemic priorities identified

The total system seen as  
"not unhealthy ..."  
But there are challenges...

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PDOS

## OPDS: CHALLENGES

### INDIVIDUAL

- . Climate needs work
- . Officer preparedness suffers in warfighting skills
- . 3 R's a problem for many
- . Leadership is critical ... but there are not enough mentors

### SCHOOLHOUSE

- . School occurs too late for many
- . OBC/OAC still lag
- . Room to improve instruction quality/methodology
- . CAS3 requires decision
- . GO's need development program

### UNIT

- . Unit programs need work
- . Unit experiences critical but many interruptions

### SYSTEM

- . Role ambiguity -- who's in charge?
- . Reduce excepted units ... and distribute to create equal cells of quality

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## Appendix 7 to ANNEX JJ

### DISSIMILAR SURVEY PERCEPTIONS (GENERAL OFFICER AND COMMISSIONED OFFICER)

1. **PURPOSE.** To identify those PDOS survey issues about which general officers and commissioned officers have dissimilar perceptions.

2. **DISCUSSION.**

a. Common Items. Fifty-six items (to include six demographic items) from the Commissioned Officer Survey are "shared" with the general officer survey—i.e., they are exactly duplicated or are closely approximated (see attached).

b. Dissimilar Perceptions. General officers and commissioned officers tend to have similar perceptions about officer professional development with the following exceptions:

(1) Demographics. General officers tend to differ from commissioned officers in four demographic categories:

(a) Source of Commission. In contrast to the commissioned officer respondents, there is a higher proportion of general officers commissioned from USMA (39% vs. 13%), and a lower proportion of general officers commissioned from ROTC (47% to 63%) and from OCS (9% vs. 20%).

(b) Civilian Education Level. General officers tend to be more highly educated than the officer corps at large: PhD (8% vs. 1%), Masters (86% vs. 42%), and Bachelors (6% vs 55%). General officers also tend to be more highly educated than field grade officers: PhD (8% vs. 2%), Masters (86% vs. 70%), and Bachelors (6% vs. 28%).

(c) Source of Graduate Degree. The proportion of general officers having participated in a fully funded advanced degree program is essentially double that of field grade officers and almost triple the commissioned officer corps rate.

(d) Time Since Most Recent School. More time has elapsed since completion of "most recent school" for general officers (5 years) than for commissioned officers (less than 2 years for company grade and less than four years for field grade).

(2) Nature of Current Position.

(a) When asked to select "the skills and abilities which are most important . . . in (your) current position," general officers tended to select "communication skills (written and oral)" twice as frequently as the commissioned officers (65% vs. 31%).

(b) The time horizon of the typical general officer duty position tends to be "between 5 and 10 years," while that for the commissioned officer tends to be "between 1 and 2 years"—between 6 and 12 months for company grade and between 2 and 5 years for field grade.

(3) Promotion System. General officers tend to differ from commissioned officers on certain items dealing with the promotion system:

(a) Selection of Best Wartime Leaders. General officers disagree with the statement that "the promotion system does not reward those officers who have the seasoning and potential to be the best wartime leaders." Commissioned officers tend to agree with that same statement.

(b) Below the Zone Promotions. General officers disagree with the statement that "the policy of early selection of a very few officers for promotion below the zone encourages officers to focus on short-term, high visibility goals commissioned officers tend to agree with that same statement. General officers strongly feel that the current policy for below the zone selections for promotion should "remain the same as now" (82%), while only 33% of commissioned officers feel the same; the remainder of the commissioned officers desire either that the current policy be expanded to include selection of all those fully qualified for below the zone selection (25%) or that below the zone selections be abolished entirely (25%).

(c) Military Skills Competency Testing. While most general officers and most commissioned officers support the requirement for some form of military skills competency testing for promotion, more commissioned officers feel strongly against the concept (38%) than do general officers (28%).

#### (4) Officer Education and Training.

(a) Keeping pace with high-technology. General officers tend to agree that "the Army Officer Training System is preparing officers in their field to keep pace with the fielding of high-tech systems." Commissioned officers disagree with that same statement.

(b) Attendance at CGSC. General officers feel that "the number of officers attending CGSC (resident) each year should "remain the same as now. Of those commissioned officers stating an opinion, most felt that the number should be "expanded to accommodate all eligible officers."

(5) Selflessness. General officers tend to disagree with the statement that "the officer corps today is focused toward personal gain as opposed to selflessness." Commissioned officers tend to agree with that same statement.

(6) Officer Preparedness. General officers tend to be slightly more optimistic than commissioned officers in the estimation of "what percentage of . . . officers . . . would make good wartime leaders."

(a) General officers feel "about two-thirds" of company grade officers would make good wartime leaders, while the peer assessment for company grade officers is "about half."

(b) General officers and field grade officers share the same perceptions about the field grade officer percentage that would make good wartime leaders—"about two-thirds."

(c) General officers and commissioned officers tend to agree that the weakest areas of officer preparation tend to be warfighting, leadership and critical thinking (concept integration/cognitive) skills, although general officers tend to rate the extent to which officers at each grade level are prepared to perform their mission as at least "good" (the lieutenant level is rated "adequate").

3. A listing of the survey questions that appear on both surveys is at TAB A.

#### TAB A - Shared Survey Items

## TAB A to Appendix 7

### Shared Survey Questions\*

Survey Question Numbers (01-06) (GO)	Brief Description Survey Question**
A	A ..... Grade
C	B ..... Branch
D	C ..... MACOM
F	E ..... Specialties
K	K ..... Joint Service Schools Attended
L	H ..... Source of Commission
4	89 ..... Most important skills in current position
5	90 ..... Current position time horizons
9-16	33-40 ..... Most important learning experiences
18	J ..... How recent was last school attended
27	48-53 ..... School occurs at right time in career
32	F ..... Highest civilian schooling education level
33	G ..... Source of graduate degree
41	11-13 ..... Officer preparedness/ wartime leadership
40	8 ..... Officers exemplify warrior spirit
44	24-28 ..... Greatest weakness in development
45	33-40 ..... Greatest developmental experience
51	9 ..... Education/Training System enhances combat readiness
55	109 ..... Keeping pace with high-technology
56	67 ..... Small group methods of instruction (MOI)
58	42 ..... Primary purpose of OBC
59	43 ..... Primary purpose of OAC
60	44 ..... Primary purpose of CAS3
61	45 ..... Primary purpose of CGSC
62	47 ..... Primary purpose of SSC
63	54 ..... The CAS3 dilemma
57	55 ..... Joint/combined operation training
66	56 ..... CGSC as prerequisite for AFSC attendance
67	57 ..... AFSC and CGSC equivalent
72	117 ..... Some duty assignments are more important
73	126 ..... Weighting of opportunity for continued professional development

\*Exact or Similar.

\*\*Refer to survey tables for exact data.

## Shared Survey Questions\*—(Continued)

Survey Question Numbers (01-06) (GO)	Brief Description Survey Question**
74	123 ..... Mentor role
75	113 ..... BZ selection encourages short-term focus
76	63,114 ..... Officers are promoted too quickly
77	58 ..... How many should attend CGSC
78	59 ..... Who should attend CGSC
79	112 ..... BZ promotion policies
81	62 ..... Primary responsibility for development
82	65 ..... Evaluate commanders on subordinate development
83	10 ..... Officer preparation for mobilization
84	129 ..... Highest priority for development
85	68 ..... Increased resources: development for TOE vs. TDA
86	61 ..... Competency testing
87	111 ..... Schools as transition points
88	60 ..... How much time away from troops
89	3 ..... OPDS: Enough emphasis on war/combat
90	4 ..... Career development: secondary to Army needs
91	5 ..... Survival of bold, creative officer
92	6 ..... Personal gain vs. selflessness
93	7 ..... Selection of best wartime leaders

\*Exact or Similar.

\*\*Refer to survey tables for exact data.

Author: MAJ Meriwether  
Team Chief: COL Dunn

## Appendix 8 to ANNEX JJ

### ACTION PLAN

1. **PURPOSE:** To present the action plan for the PDOS policy that would allow for the continued analysis of the data obtained from both the General Officer and the Commissioned Officer surveys.

2. **DISCUSSION:** The action plan that would allow for the continued analysis of the data obtained from the General Officer and the Commissioned Officer surveys is attached at Tab A.

TAB A - Action Plan



# TAB A to Appendix 8

## ACTION PLAN

RECOMMENDATION	SUPPORTING ACTION(S)	AGENCIES (P)-PRIMARY RESP.	REQUIRED COMPLETION	NOTES
<p>Army Research Institute for the Behavioral and Social Sciences (ARI) continue the analysis of PDOS survey data (both general officer data and commissioned officer data); provide to ODCSPER, ODCSOPS, and Commander, Training and Doctrine Command a detailed report of results.</p>	<ul style="list-style-type: none"> <li>o MILPERCEN provide a copy of data tapes to ARI; assist in the transfer/analysis of data.</li> <li>o SSC-NCR provide technical support as necessary.</li> <li>o ODCSPER provide ARI access to Soldier Survey data; assist as necessary.</li> <li>o ARI complete analysis plan by June 1984.</li> </ul>	<p>ARI (P) ODCSPER MILPERCEN SSC-NCR</p>	<p>2Q FY 86</p>	<p>(1) (2) (3)</p>
<p>NOTES:</p> <p>(1) Contrast with data collected through the semi-annual soldier surveys (SSC-NCR and ODCSPER) and the May 1984 ODCSPER Soldier Survey.</p> <p>(2) ARI work closely with TRADOC to provide selected data for use in design of school core curricula.</p> <p>(3) ARI share information with the ODCSPER Senior Leadership Coordinating Committee.</p>				